

**ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director, Operations

Agenda Topic: Presentation: Hazel Crest School District 152.5 School Finance Authority

Staff Contacts: David Wood, Donna Luallen

Purpose of Agenda Item

The Board will hear testimony by the Hazel Crest School District SFA on the financial condition of the Hazel Crest School District 152.5 and progress to stabilize the districts finances. The SFA will detail its plan to continue operation of the district next school year.

Expected Outcome of Agenda Item

The Board will understand the financial status of the Round Lake School District 116 and accept the recommendation of the Hazel Crest School District 152.5 School Finance Authority to continue the District in FY 05.

Background Information

The Hazel Crest School District petitioned the State Board of Education in October of 2002 for a Financial Oversight Panel and emergency financial assistance. In December 2002, the Downstate School Finance Authority for Elementary Districts (PA 92-855) was signed by the Governor and the Superintendent appointed five members to serve on the Hazel Crest 152.5 School Finance Authority. The current members of the Hazel Crest School District 152.5 School Finance Authority are: Larry Hupe, Chairman, Steven Wright, Barbara Toney, Mary Grant and Ed O'Malley. The CEO and Financial Administrator is Robert Grossi.

The General Assembly also appropriated \$4,528,000 in financial assistance for a state emergency financial assistance loan to operate for remainder of the school year. At that time, the expectation was that the district would not be able to continue and would have to merge into one or two other districts by the end of the 2002-03 school year.

The School Finance Authority was able to cut expenditures enough so that the district was able to remain open for at least one more year. The SFA cut about 100 positions from the FY 04 budget and the district closed two of four elementary schools. The Superintendent resigned and the business manager and assistant superintendent were placed on administrative leave. A new business manager and Interim Superintendent were hired for FY 04.

The SFA convened a committee of citizens, teachers, and administrators to review the future of the Hazel Crest School District and commissioned a feasibility study to consider consolidation with all of the surrounding districts. Eventually, the School Finance Authority voted on January 5, 2004, to continue to operate the district in FY 05 based on a balanced budget.

Superintendent's Recommendation

The State Board will accept the recommendation of the Hazel Crest School District 152.5 School Finance Authority to operate in FY05.

Next Steps

The Hazel Crest School District 152.5 School Finance Authority will continue to monitor and evaluate district finances and operations.

School Finance Authority for Hazel Crest School District No. 152.5

Chief Executive Officer

Authority

Robert G. Grossi

Chairperson

Treasurer

Eugene Varnado, Thornton Township School Treasurer

School Finance

Lawrence Hupe, Chairperson
Steven Wright, Vice-

Mary Grant, Secretary
Edward O'Malley, Member
Barbara Toney, Member

January 12, 2004

Dr. Robert Schiller, Superintendent
Members, Illinois State Board of Education
100 N. First Street
Springfield, Illinois 62777

Dear Dr. Schiller:

At the special meeting of the Hazel Crest School Finance Authority held on January 5, 2004, the SFA approved a motion to recommend to the Illinois State Board of Education that Hazel Crest School District #152.5 remain independent and not merge with any of the five coterminous elementary districts. This decision was based on 1) a detailed analysis of the financial condition, academic condition and educational opportunities of both Hazel Crest School District 152.5 and the five coterminous districts; 2) a feasibility study prepared for the SFA on behalf of the ISBE; and 3) the recommendation of the Hazel Crest Community Advisory Committee that was chaired by two members of the SFA.

It is the hope of the School Finance Authority that this recommendation removes the uncertainties, concerns and tensions created by this crisis so that a renewed and positive focus can be made towards improving the quality of education this District provides. The past is behind us. All focus should be on the future, and the future is the more than 1,000 boys and girls who deserve the best possible opportunities to grow academically, morally, and professionally.

The past eighteen months have been extremely difficult for the children, parents and staff of the District. In the fall of 2002, the District was on the verge of insolvency, with insufficient funds or borrowing options to cover payrolls through December 2002. With the assistance of the ISBE, the General Assembly, and many of our vendors who often weren't paid for nine months, we were able to complete the school year without interruption.

Through the passage and implementation of an educational fund tax rate increase, the closing of two of the District's five buildings and a significant reduction in staff size, we were able to reduce expenditures in excess of \$3 million (23%) and increase revenues by 22%. As a result, we were able to convert a \$5 million annual deficit in fiscal year 2003 to a balanced budget in 2004. We also will be able to retire all \$4 million in short-term borrowings during this fiscal year.

In conjunction with this recommendation to maintain the independence of the District, it must be noted that there remains many challenges to Hazel Crest School District 152.5. First, the District's financial condition remains critical. Although we expect to maintain a balanced budget for the second consecutive year, fund balances are extremely low, making our financial condition extremely sensitive to unexpected revenue loss or expenditure increases.

After much deliberation, the School Finance Authority has concluded that merging with any of the five coterminous districts would not have provided the students a significantly more stable financial situation. Based on the most recent *School District Financial Profiles* released by the State (fiscal year ending June 30, 2002), three of the five school districts were on the lowest financial rating (financial watch) and the remaining two were on the second lowest rating (early warning). Additionally, all five districts realized operating deficits in FY 2002 ranging from \$500,000 to \$2.3 million.

The second major challenge facing the District involves academic concerns. The feasibility study provided by the State highlights the fact that Hazel Crest falls woefully short in curricular and extra-curricular opportunities provided to its students. In order to close this shortfall, we have included in next year's budget \$200,000 to be used for needed instructional improvement. We are also aggressively pursuing grants such as Reading First, which if appropriated, would provide approximately \$300,000 to be used towards improving the reading skills of the students.

The SFA along with the District's Board of Education will jointly continue to closely monitor the financial and academic condition of the District. We look forward to the continued and invaluable assistance we have received from the State Superintendent, his staff and the entire State Board of Education.

Very truly yours,

Robert G. Grossi
Chief Executive Officer
Hazel Crest School Finance Authority

HAZEL CREST ELEMENTARY SCHOOL DISTRICT #152.5
FINANCIAL SUMMARY & PROJECTIONS
FYE 6/30/98 - FYE 6/30/05

	FYE Jun-98	FYE Jun-99	FYE Jun-00	FYE Jun-01	FYE Jun-02	FYE Jun-03		FYE Jun-04	FYE Jun-05
BEGINNING FUND BALANCE	4,629,000	3,596,000	3,151,000	1,580,000	575,000	1,496,000	*	3,718,000	685,000
REVENUES:									
Real Estate Taxes	2,604,000	2,573,000	2,191,000	2,720,000	2,625,000	2,457,000	*	4,641,000	4,142,000
Other Local Revenues	493,000	411,000	433,000	351,000	423,000	438,000	*	319,000	423,000
General State - Aid	2,102,000	2,618,000	2,729,000	2,828,000	3,015,000	3,191,000	*	3,650,000	3,650,000
Restricted Grants	1,224,000	1,510,000	1,636,000	1,749,000	1,989,000	2,911,000	*	2,376,000	2,376,000
Total Revenues	6,423,000	7,112,000	6,989,000	7,648,000	8,052,000	8,997,000	*	10,986,000	10,591,000
EXPENSES:									
Salaries	3,495,000	3,663,000	4,297,000	4,645,000	4,844,000	6,619,000	*	4,479,000	4,620,000
Benefits	580,000	601,000	630,000	649,000	800,000	1,105,000	*	1,104,000	1,190,000
Purchased Services	828,000	811,000	1,183,000	1,315,000	1,380,000	2,522,000	*	2,459,000	2,151,000
Supplies & Materials	739,000	784,000	996,000	914,000	689,000	1,691,000	*	1,360,000	1,025,000
Capital Outlay	881,000	1,595,000	998,000	103,000	155,000	52,000	*	6,000	40,000
Tuition & Other	417,000	398,000	585,000	591,000	1,036,000	1,622,000		1,021,000	900,000
Repayment of Bonds	516,000	545,000	468,000	436,000	422,000	430,000	*	440,000	440,000
Needed Inst. Improvement									200,000
Total Expenses	7,456,000	8,397,000	9,157,000	8,653,000	9,326,000	14,041,000	*	10,869,000	10,566,000
REVENUES VS. EXPENSES	(1,033,000)	(1,285,000)	(2,168,000)	(1,005,000)	(1,274,000)	(5,044,000)	*	117,000	25,000
Tax Anticipation Warrants					2,195,000	850,000	*		
Repayment of TAW's						(2,195,000)		(850,000)	
Revenue Anticipation Notes						2,300,000			
Repayment of RAN's								(2,300,000)	
One-Time Emergency Grants						1,783,000			
School Finance Authority Loan						4,528,000			
Bond Proceeds		840,000	597,000				*		
ENDING FUND BALANCE	3,596,000	3,151,000	1,580,000	575,000	1,496,000	3,718,000	*	685,000	710,000
Less: B&I Fund Balance	(292,000)	(349,000)	(254,000)	(292,000)	(684,000)	(338,000)		(400,000)	(400,000)
AVAILABLE FUND BALANCE	3,304,000	2,802,000	1,326,000	283,000	812,000	3,380,000		285,000	310,000

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director, Operations

Agenda Topic: Presentation: Round Lake School District 116 School Finance Authority

Staff Contacts: David Wood, Donna Luallen

Purpose of Agenda Item

The Board will hear testimony by the Round Lake School District SFA on the financial condition of the Round Lake School District 116 and progress to stabilize the districts finances.

Expected Outcome of Agenda Item

The Board will understand the financial status of the Round Lake School District 116.

Background Information

In 1992, the Round Lake School District was certified to be in financial difficulty by ISBE due to a growing deficit, the use of teacher orders for wages, and the use of other forms of debt over an extended period of time. The district established a financial plan to improve its financial position while maintaining an adequate educational program.

However, the district did not follow the financial plan due to a prolonged strike in 1994, binding arbitration in 1996, and a desire to not reduce expenditures to a level that was affordable. In FY92 the district had a \$2.1 million negative fund balance but by FY00 this had grown to \$6.3 million dollars.

The Round Lake School District petitioned the State Board of Education in April 2000 for a Financial Oversight Panel and emergency financial assistance. The Financial Oversight Panel was officially appointed by the State Superintendent in May 2000. The Financial Oversight Panel immediately required the district to establish a balanced budget.

In June 2002, the Downstate School Finance Authority 105 ILCS 5/1E was established by statute for Round Lake School District and the Financial Oversight

Panel petitioned ISBE to become a School Finance Authority in August 2002. The five member SFA was appointed in August 2002. The current School Finance Authority members are - George Lingel, Chairman, Bish Krywko, Maru Tomusiak, Edwin Kula, and Robert Traxler. The CEO is Dennis Stonewall, CEEdO is Stan Mims and the CFO is Walter Korpan.

The School Finance Authority continues to balance the budget of the district and maintain other appropriate financial controls despite the fact that FY04 revenues are anticipated lower than FY03 revenues.

Next Steps

The Round Lake School District 116 School Finance Authority will continue to monitor the finances of the School District and evaluate the effectiveness of the new CEO, CEEdO and CFO for the Round Lake School District.

ILLINOIS STATE BOARD OF EDUCATION

January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel

Agenda Topic: **Action Item: 2004 Cumulative Waiver Report**

Materials: 2004 Cumulative Waiver Report

Staff Contacts: Shelley Helton
Winnie Tuthill

Purpose(s) of Agenda Item

Authorize the transmittal of the report to the General Assembly by February 1.

Expected Outcome of Agenda Item

Authorization to staff to transmit the 2004 Cumulative Waiver Report to the General Assembly by February 1.

Background Information

The State Board of Education, pursuant to 105 ILCS 5/2-3.25g, must submit to the Illinois General Assembly on or before February 1 of each year a report listing "all types of waiver mandates and modifications of mandates granted by the State Board or the General Assembly ... (identifying) the topic of the waiver along with the number and percentage of school districts for which the waiver has been granted." In addition, the report must include any recommendations for amendments to or repeal of School Code mandates involved in the waivers or modifications. The 2004 report is the seventh to be submitted under that law.

The report is submitted to the General Assembly in two parts: a narrative portion that summarizes the requirements for the report and any recommendations for legislative action, and a chart that lists the approved waivers and modifications by topic area and the number and percentage of districts to date that have received approval for each waiver or modification type.

Last month, the Board considered two recommendations for legislative action that respond to modification approvals and directed staff to include these in the report for the General Assembly's consideration. The two recommendations address legally mandated school holidays, and the instructional day and the Prairie State Achievement Examination.

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

As of the October 2003 waiver report, 837 school districts out of 886 operating as of fall 2003 have received approval to waive or modify requirements contained in either the School Code or the agency's administrative rules. This represents 94.5 percent of districts statewide. The chart summarizing the approvals granted since October 1995 is included in the report that follows this executive summary.

School Holidays. The largest increase in both number of petitions and of first-time applicants was in modifications to use legally mandated school holidays for purposes other than a holiday (e.g., school attendance, inservice training or teacher institutes, parent-teacher conferences, emergency days). Since the inception of the current waiver process in 1995, 807, or 91.1 percent, of Illinois school districts have requested relief from observing some of the legally mandated school holidays. Therefore, the report recommends that the General Assembly consider amending Section 24-2 of the School Code to allow school districts to determine locally whether students should attend school on certain legal holidays or whether these holidays should be used for activities other than school attendance, as described above.

Instructional Day and the Prairie State Achievement Examination. The report also addresses the need of school districts administering the Prairie State Achievement Examination (PSAE) to adjust the length of the school day for all or some of their students in order to implement standard testing procedures. A total of 60 districts have sought and received approval to shorten the instructional day while still counting that day among the 176 days of pupil attendance required by law, provided that sufficient time over the five-clock-hour day was accumulated previous to the test administration days and attributed to the shortened days.

It is anticipated that the State Board will again receive dozens of requests to adjust the school day during the PSAE administration. For this reason, the difficulty districts are experiencing due to the test requirements should be brought to the attention of the General Assembly through the cumulative report.

Legislative Implications: Submission of the report fulfills the statutory mandate contained in the waiver law. While the report is not a legislative proposal, it may provide suggestions of several issues that legislators may choose to consider

relative to statutory changes that would be appropriate in light of approvals of waiver and modification requests.

Communications: The report will be submitted to the General Assembly by February 1, 2004, as per agency procedures.

Pros and Cons of Various Actions

While the recommendations included in the cumulative waiver report are not legislative proposals *per se*, they would represent the consensus of the State Board as to the advisability of supporting certain changes to the School Code. The recommendations put forth address requests routinely approved by the State Board of Education as modifications of School Code requirements, rather than addressing waivers that can only be considered by the General Assembly. The State Board's support of the recommendations acknowledges the routine nature of these requests and the likelihood that applicants meeting the requirements of the waiver law and requirements for approval will continue to have their modification requests granted.

Superintendent's Recommendation

Authorize transmittal of the 2004 Cumulative Waiver Report to the General Assembly, to include the following:

- a legislative proposal to amend Section 24-2 of the School Code to allow the use of legally mandated school holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus and all veterans of foreign wars for student attendance and other uses as described in the proposal, provided appropriate instruction is provided to students; and
- a legislative proposal to amend Section 18-8.05(F) (2) of the School Code to allow districts to shorten the instructional day when the Prairie State Achievement Examination is administered and to count those shortened days among the 176 days of pupil attendance required by the School Code, provided that the districts first accumulate sufficient time beyond the five-clock-hour requirement to be attributed to the shortened days.

Next Steps

Staff will prepare the final report for transmittal to the General Assembly before February 1, 2004.

January 30, 2004

TO: The Honorable Emil Jones, Senate President
The Honorable Frank C. Watson, Senate Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Tom Cross, House Minority Leader

FROM: Robert E. Schiller
State Superintendent of Education

SUBJECT: Summary of Approved Waivers and Modifications: A Cumulative Report

As required by Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), this report summarizes the waivers and modifications approved either by the General Assembly or the Illinois State Board of Education. The report lists each by topic area and provides the number and percentage of school districts for which the waiver or modification has been granted. In addition, the report contains recommendations for changes in law for certain requested waivers or modifications that have been approved.

If you have questions or comments, please contact Respicio F. Vazquez, General Counsel, at 217-782-8535.

cc: The Honorable Rod R. Blagojevich, Governor
Brad Bolin, Assistant Clerk of the House
Linda Hawker, Secretary of the Senate
Legislative Research Unit
State Government Report Center

**SUMMARY OF APPROVED WAIVERS
AND MODIFICATIONS**

Cumulative Report -- 1995 - 2003

**Illinois State Board of Education
Rules and Waivers Division
February 2004**

**Janet Steiner, Chair
State Board of Education**

**Robert E. Schiller
State Superintendent of Education**

Foreword

The Illinois State Board of Education, pursuant to 105 ILCS 5/2-3.25g, must submit to the Illinois General Assembly on or before February 1 of each year a report listing "all types of waiver mandates and modifications of mandates granted by the State Board of Education or the General Assembly . . . (identifying) the topic of the waiver along with the number and percentage of school districts for which the waiver has been granted." In addition, the report must include any recommendations for amendments to or repeal of School Code mandates involved in the waivers or modifications. This is the seventh report submitted under that law.

This cumulative report covers all waivers and modifications of School Code mandates or administrative rules granted as of December 2003 that have been included in waiver reports submitted to the General Assembly through October 1, 2003.

Robert E. Schiller
State Superintendent of Education

Introduction

Summary of Approved Waivers and Modifications lists all requests that have been approved either by the Illinois State Board of Education or the General Assembly since March 1995, when the waiver law was amended to allow school districts to request waivers and modifications from almost all educational mandates contained in the School Code or in the State Board of Education's administrative rules.

The report identifies approved requests alphabetically by general category followed by topic area (with statutory or rule citation); lists the total number of requests granted, including a breakdown by entity granting the request; and identifies the number of school districts for which these requests have been granted and the percentage that number represents out of the state's 886 school districts operating as of fall 2003. This summary is presented in chart form, and the report concludes by commenting on potential changes in laws that are the subject of approved waivers or modifications.

Summary Chart

The chart organizes the 3,013 waiver and modification requests approved as of December 2003 into seven general categories: Accountability; Calendar/Instructional Time Issues; Course Offerings; Employment Issues; Fiscal Issues; Governance; and Health and Safety. Under each category, approved waivers and modifications are further delineated by topic area. In some instances, large topic areas (i.e., "Driver Education," "Holidays," and "Physical Education") are further subdivided for clarity.

Often a single school district will submit a request in more than one area or several in a single area. Therefore, the total number of petitions will exceed the number of school districts submitting requests. To date, 837 school districts, or 94.5 percent of districts statewide, have been granted waivers or modifications of School Code mandates or of mandates contained in administrative rules.

Recommendations and Discussion

In requiring that a cumulative report on approved waivers and modifications be submitted each year, the General Assembly recognized that the waiver process could raise policy and administrative issues that need to be considered separately from individual requests. As it has the last several years, the cumulative waiver report looks at two such issues: legal school holidays, and the instructional day and the Prairie State Achievement Examination. Specific recommendations for legislative changes are provided for these two areas.

**Summary of Approved Waiver/Modification Requests of Rules and School Code Mandates
(October 1995 through October 2003 Reports)**

Accountability

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Accountability Procedures	5/2-3.64; 23 Ill. Adm. Code 1.30-1.70	10	2	12	10	1.1%
School Report Card	5/10-17a	0	1	1	1	0.1%
Statement of Affairs	5/10-17	0	3	3	3	0.2%
SUBTOTAL		10	6	16		

Calendar/Instructional Time Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Alternative Schools ⁴	5/Art.13A	1	0	1	1	0.1%
Attendance Procedures	23 Ill. Adm. Code 1.290	1	0	1	1	0.1%
Holidays	5/24-2	1,730	6	1,736	807	91.1%
• Lincoln's Birthday					• 791	• 89.3%
• Casimir Pulaski Day					• 535	• 60.4%
• Columbus Day					• 291	• 32.8%
• Dr. M.L. King, Jr.'s, Birthday					• 290	• 32.7%
• Veterans' Day					• 261	• 29.5%
• Memorial Day					• 12	• 1.4%
• Labor Day					• 9	• 1.0%
Inservice Training ⁵	5/18-8.05(F)(2)(d)(2)	20	73	93	50	5.6%
Instructional Time (day/yr.)	5/10-19.1, 18-8.05	100	4	104	60	6.8%
Kindergarten	5/10-20.4, 10-20.12	0	3	3	1	0.1%
Parent-Teacher Conferences	5/18-8.05(F)(2)(d)(1)	19	55	74	46	5.2%
SUBTOTAL		1,871	141	2,012		

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Course Offerings

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Bilingual Education	5/14C-2, 14C-2.1, 14C-3	3	0	3	1	0.1%
Course Requirements	23 Ill. Adm. Code 1.420 & 1.430	6	0	6	2	0.2%
Driver Education	5/27-23, 27-24 & 23 Ill. Adm. Code 252	24	84	108	65	7.3%
• Amount of Fee					• 52	• 5.9%
• When to Offer Course					• 13	• 1.5%
• Contracting					• 8	• 0.9%
Health Education ⁶	5/27-5	9	5	14	13	1.5%
Physical Education	5/27-6	139	294	433	213	24.0%
• Other Courses					• 80	• 9.0%
• Block Scheduling					• 78	• 8.8%
• Other Activities					• 59	• 6.7%
• Inadequate Facilities					• 49	• 5.5%
• Other (local control, equal time)					• 18	• 2.0%
SUBTOTAL		181	383	564		

Employment Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Administration of Medication ⁷	5/10-22.23	2	5	7	6	0.7%
Certificates	5/21-5, 21-7(e)(4), 10-21.4a	2	2	4	3	0.3%
Contracts (employment)	5/10-23.8a	0	1	1	1	0.1%
Criminal Background Checks	5/10-21.9	3	0	3	2	0.2%
Evaluation Process	5/24A-5	1	29	30	23	2.6%
Interim/Part-time Superintendent	5/10-21.4	0	5	5	2	0.2%
Protection from Suit	5/34-18.1	1	0	1	1	0.1%
Reduction-in-Force Notices ⁶	5/24-12, 10-23.5	0	7	7	6	0.7%

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Employment Issues (continued)

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Reduction-in-Force Notices (<i>Chicago</i>)	5/34-84	0	1	1	1	0.1%
School Nurse ⁸	5/10-22.23	15	77	92	90	10.2%
Substitute Teachers ⁹	5/21-9	6	30	36	31	3.5%
Superintendent Duties	23 Ill. Adm. Code 1.310(f)(1) & (2)	2	2	4	2	0.2%
Teacher Aides	23 Ill. Adm. Code 1.630 & 25.510(d)(1)	4	1	5	3	0.3%
Treasurer – Appointment	5/5-1	0	4	4	4	0.5%
Treasurer – Qualifications	5/8-1(c) & (e)	0	1	1	1	0.1%
Treasurer – Residency ⁶	5/8-1	0	8	8	8	0.9%
SUBTOTAL		36	173	209		

Fiscal Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
ADA/GSA Calculations	5/18-8.05	0	7	7	3	0.3%
Administrative Expenditure Limits ¹⁰	5/17-1.5	0	90	90	70	7.9%
Administrative Expenditure Limits	5/34-43.1(c)	1	0	1	1	0.1%
Bid Limit	5/34-21	2	0	2	1	0.1%
Bonds	5-22	0	1	1	1	0.1%
Debt Limit	5/19-1	0	6	6	5	0.6%
Fiscal Year Change	5/3-15.1	0	1	1	1	0.1%
Funds (transfers/use of interest)	5/10-22.14, 10-22.22, 10-22.44, Art. 17	0	22	22	16	1.8%
Lease Agreements	5/10-21.4	0	1	1	1	0.1%
School Food Program	23 Ill. Adm. Code 305.15(b) & (f)	1	0	1	1	0.1%
Tax Rates	5/17-6.1	0	1	1	1	0.1%
Transportation Reimbursement	23 Ill. Adm. Code 120.90(e) (appeal)	0	1	1	1	0.1%
Tuition	5/10-20.12a, 10-22.5	0	22	22	16	1.8%
SUBTOTAL		4	152	156		

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Governance

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Consolidation	Various	0	4	4	4	0.5%
Educational Service Center Administration	5/2-3.62	1	1	2	1	0.1%
Local School Councils	5/34-2.1	1	0	1	1	0.1%
Regional Offices of Education	5/3-14.2	0	2	2	1	0.1%
SUBTOTAL		2	7	9		

Health and Safety

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Building Requirements	23 Ill. Adm. Code 180.60	1	0	1	1	0.1%
Decennial Building Survey	5/2-3.12	0	1	1	1	0.1%
Immunizations ⁶	5/27-8.1	0	19	19	19	2.1%
Sprinklers ¹¹	5/22-23	1	25	26	23	2.6%
SUBTOTAL		2	45	47		

	Approved - ISBE	Approved - GA	Total Approved
TOTALS	2,106	907	3,013

SCHOOL DISTRICTS RECEIVING APPROVAL

837 94.5%

NOTE: The total number of approved requests includes petitions from Regional Offices of Education (ROEs), which may apply on behalf of any school established pursuant to Article 13A of the School Code, and from special education or vocational education cooperatives filing on behalf of member school districts. The ROE applicants and special/vocational education cooperative applicants, however, are not included in the columns displaying number and percentage of school districts receiving approval. To date, 21 ROEs, 19 special education cooperatives, and five area vocational centers have submitted 40 petitions (38 addressed holidays and one each addressed daily physical education and general state aid), all of which have been approved either by the State Board of Education (holiday requests) or by the General Assembly (physical education and general state aid requests).

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Recommendations and Discussion

Legislative Recommendations

The following recommendations propose amendments to the School Code in two areas: legal school holidays, and the instructional day and the Prairie State Achievement Examination. Proposed changes to the relevant School Code sections are presented at the end of this report.

Holidays

Since 1995, slightly more than 91 percent of school districts statewide have received approval for relief from the requirements of Section 24-2 of the School Code regarding legally mandated school holidays. In the last year, school districts submitted 258 holiday requests that received approval from the State Board of Education; of those requests, 62 were from school districts seeking relief for the first time. For the 2003-04 school year, 87.6 percent of districts – 776 – have holiday modifications that are still in effect.

Of the 12 legal holidays listed in the School Code, only July 4, Thanksgiving, Christmas Day, and New Year's Day have not been the subject of waiver requests to date. Districts submitting requests related to legally mandated school holidays want either to hold school on one or more of these days or to use them for purposes other than student attendance. School districts cite continuity of instruction and fewer disruptions as the primary reasons for having students attend school on legally mandated school holidays. In a growing number of instances, school districts have proposed using certain holidays for staff development, teacher institute days, or parent-teacher conferences, without students being in attendance.

The State Board of Education has approved these requests as modifications contingent upon the applicant's agreement to provide instructional activities specific to the holiday, either on the holiday if students are in attendance, or before or after the holiday when the day is used for a purpose other than student attendance. This condition for approval mirrors the instructional requirements for commemorative holidays and assures that students are knowledgeable about the person(s) being recognized by the designated holiday(s). Under current law, legally mandated school holidays are observed only by the dismissal of school; no related instruction is required.

Given the large number of requests to modify requirements for certain legally mandated school holidays, the State Board of Education has concluded that the scheduling of school or other activities on these holidays should be an issue that is decided at the local level. Therefore, the State Board of Education recommends that Section 24-2 of the School Code (105 ILCS 5/24-2) be amended to allow school districts to establish a calendar using one or more legally mandated school holidays for student attendance, staff development, teacher institutes, and/or parent-teacher conferences, provided that instruction is presented to students about the person or persons being honored by the holiday(s). This would apply to Veterans' Day and the holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, and Christopher Columbus.

The State Board of Education also recommends a technical change to eliminate Good Friday as a legally mandated school holiday, in light of the federal court decision in 1995 that prohibited the state from requiring that districts recognize it as such.

Prairie State Achievement Test and the School Day

Since the transmittal of the last cumulative waiver report in February 2003, 20 school districts received approval to modify the length of the school day on the days in which the Prairie State Achievement Examination (PSAE) was administered. To date, 60 districts have received such approval. These districts generally asked to allow either all or some students not taking the PSAE (i.e., those in grades 9, 10, and 12) to be dismissed early on the two days the assessment was given or to require that these students not attend school at all on testing days. Districts also requested that grade 11 students taking the test be dismissed following its administration.

The districts submitting the requests stated that the early dismissal of or nonattendance by one or more grade levels was necessary to implement the Standard Testing Requirements for the PSAE administration. These requirements address, in part, acceptable facilities for testing, personnel to be employed, security features to be observed, and the timing of tests – requirements that districts said could not be fully implemented if all of their students were present for a full school day on one or both of the two testing days.

The State Board approved these requests as modifications of Section 18-8.05(F) (2), provided that the districts accumulated, or “banked,” sufficient time over the five-clock-hour instructional day before the test administration days. This “banked” time was then attributed to the shortened test days so that the test days could meet the five-clock-hour requirement and be counted toward the 176 days of pupil attendance required by the School Code.

It is anticipated that the State Board will again receive dozens of requests to adjust the school day during the PSAE administration. For this reason, it is recommended that Section 18-8.05(F)(2) of the School Code (105 ILCS 5/18-8.05(F)(2)) be amended to incorporate mechanisms that districts can use to adjust the school day on testing days without experiencing penalties related to school calendar requirements.

Proposed Amendments

Holidays

105 ILCS 5/24-2

Holidays. (a) Teachers shall not be required to teach on Saturdays; nor shall teachers or other school employees, other than noncertificated school employees whose presence is necessary because of an emergency or for the continued operation and maintenance of school facilities or property, be required to work on legal school holidays, which are January 1, New Year's Day; the third Monday in January, the Birthday of Dr. Martin Luther King, Jr.; February 12, the Birthday of President Abraham Lincoln; the first Monday in March (to be known as Casimir Pulaski's birthday); ~~Good Friday~~; the day designated as Memorial Day by federal law; July 4, Independence Day; the first Monday in September, Labor Day; the second Monday in October, Columbus Day; November 11, ~~Veteran's~~ Veterans' Day; the Thursday in November commonly called Thanksgiving Day; and December 25, Christmas Day. School boards may grant special holidays whenever in their judgment such action is advisable. No deduction shall be made from the time or compensation of a school employee on account of any legal or special holiday.

(b) A school board is authorized to hold school on the following legal holidays or to use the holiday for teachers' institutes, parent-teacher conferences, staff development, or other purposes, provided the person or persons honored by the holiday are recognized through instructional activities conducted on that day or at another time during the school year: the third Monday in January, the Birthday of Dr. Martin Luther King, Jr.; February 12, the Birthday of President Abraham Lincoln; the first Monday in March (to be known as Casimir Pulaski's birthday); the second Monday in October, Columbus Day; and November 11, Veterans' Day.

(c) Commemorative holidays, which recognize specified patriotic, civic, cultural or historical persons, activities, or events, are regular school days. Commemorative holidays are: January 28 (to be known as Christa McAuliffe Day and observed as a commemoration of space exploration), February 15 (the birthday of Susan B. Anthony), March 29 (Viet Nam War ~~Veterans~~ Veterans' Day), the school day immediately preceding ~~Veteran's~~ Veterans' Day (the Korean War ~~Veterans~~ Veterans' Day), October 1 (Recycling Day), December 7 (Pearl Harbor ~~Veterans~~ Veterans' Day), and any day so appointed by the President or Governor. School boards may establish commemorative holidays whenever in their judgment such action is advisable. School boards shall include instruction relative to commemorated persons, activities, or events on the commemorative holiday or at any other time during the school year and at any point in the curriculum when such instruction may be deemed appropriate. The State Board of Education shall prepare and make available to school boards instructional materials relative to commemorated persons, activities, or events which may be used by school boards in conjunction with any instruction provided pursuant to this ~~paragraph~~ subsection.

(d) City of Chicago School District 299 shall observe March 4 of each year as a commemorative holiday. This holiday shall be known as Mayors' Day which shall be a day to commemorate and be reminded of the past Chief Executive Officers of the City of Chicago, and in particular the late Mayor Richard J. Daley and the late Mayor Harold Washington. If March 4 falls on a Saturday or Sunday, Mayors' Day shall be observed on the following Monday.

Instructional Time and the Prairie State Achievement Examination

105 ILCS 5/18-8.05(F) Compilation of Average Daily Attendance.

(F) Compilation of Average Daily Attendance.

(1) Each school district shall, by July 1 of each year, submit to the State Board of Education, on forms prescribed by the State Board of Education, attendance figures for the school year that began in the preceding calendar year. The attendance information so transmitted shall identify the average daily attendance figures for each month of the school year, except that any days of attendance in August shall be added to the month of September and any days of attendance in June shall be added to the month of May.

Except as otherwise provided in this Section, days of attendance by pupils shall be counted only for sessions of not less than 5 clock hours of school work per day under direct supervision of: (i) teachers, or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising in those instances specified in subsection (a) of Section 10-22.34 and paragraph 10 of Section 34-18 [105 ILCS 5/10-22.34 and 105 ILCS 5/34-18], with pupils of legal school age and in kindergarten and grades 1 through 12. Days of attendance by tuition pupils shall be accredited only to the districts that pay the tuition to a recognized school.

(2) Days of attendance by pupils of less than 5 clock hours of school shall be subject to the following provisions in the compilation of Average Daily Attendance.

(a) Pupils regularly enrolled in a public school for only a part of the school day may be counted on the basis of 1/6 day for every class hour of instruction of 40 minutes or more attended pursuant to such enrollment.

(b) Days of attendance may be less than 5 clock hours on the opening and closing of the school term, and upon the first day of pupil attendance, if preceded by a day or days utilized as an institute or teachers' workshop.

(c) A session of 4 or more clock hours may be counted as a day of attendance upon certification by the regional superintendent, and approved by the State Superintendent of Education to the extent that the district has been forced to use daily multiple sessions.

(d) A session of 3 or more clock hours may be counted as a day of attendance (1) when the remainder of the school day or at least 2 hours in the evening of that day is utilized for an in-service training program for teachers, up to a maximum of 5 days per school year of which a maximum of 4 days of such 5 days may be used for parent-teacher conferences, provided a district conducts an in-service training program for teachers which has been approved by the State Superintendent of Education; or, in lieu of 4 such days, 2 full days may be used, in which event each such day may be counted as a day of attendance; and (2) when days in addition to those provided in item (1) are scheduled by a school pursuant to its school improvement plan adopted under Article 34 or its revised or amended school improvement plan adopted under Article 2, provided that (i) such sessions of 3 or more clock hours are scheduled to occur at regular intervals, (ii) the remainder of the school days in which such sessions occur are utilized for in-service training programs or other staff development activities for teachers, and (iii) a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled sessions to accumulate not less than the number of minutes by which such sessions of 3 or more clock hours fall short of 5 clock hours. Any full days used for the purposes of this paragraph shall not be considered for computing average daily attendance. Days scheduled for in-service training programs, staff development activities, or parent-teacher conferences may be scheduled separately for different grade levels and different attendance centers of the district.

(e) A session of not less than one clock hour of teaching hospitalized or homebound pupils on-site or by telephone to the classroom may be counted as 1/2 day of attendance, however these pupils must receive 4 or more clock hours of instruction to be counted for a full day of attendance.

(f) A session of at least 4 clock hours may be counted as a day of attendance for first grade pupils, and pupils in full day kindergartens, and a session of 2 or more hours may be counted as 1/2 day of attendance by pupils in kindergartens which provide only 1/2 day of attendance.

(g) For children with disabilities who are below the age of 6 years and who cannot attend 2 or more clock hours because of their disability or immaturity, a session of not less than one clock hour may be counted as 1/2 day of attendance; however for such children whose educational needs so require a session of 4 or more clock hours may be counted as a full day of attendance.

(h) A recognized kindergarten which provides for only 1/2 day of attendance by each pupil shall not have more than 1/2 day of attendance counted in any one day. However, kindergartens may count 2 1/2 days of attendance in any 5 consecutive school days. When a pupil attends such a kindergarten for 2 half days on any one school day, the pupil shall have the following day as a day absent from school, unless the school district obtains permission in writing from the State Superintendent of Education. Attendance at kindergartens which provide for a full day of attendance by each pupil shall be counted the same as attendance by first grade pupils. Only the first year of attendance in one kindergarten shall be counted, except in case of children who entered the kindergarten in their fifth year whose educational development requires a second year of kindergarten as determined under the rules and regulations of the State Board of Education.

(i) On the days when the Prairie State Achievement Examination is administered under subsection (c) of Section 2-3.64, the day of attendance for any pupil who is taking the examination or whose school day must be shortened to accommodate required testing procedures may be less than five clock hours, provided that a sufficient number of minutes of school work in excess of five clock hours are completed on other school days to compensate for the loss of school work on the examination days. If any such pupils are required to miss one or more entire days of attendance in order to accommodate required testing procedures, those days may be counted toward the pupils' 176 days of attendance required by Section 10-19; however, the district shall not count such pupils in the district's average daily attendance computation for those days.

**Summary of Approved Waiver/Modification Requests of Rules and School Code Mandates
(October 1995 through October 2003 Reports)**

Accountability

Topic	Code/Rule Citation¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts²	Percentage of Districts³
Accountability Procedures	5/2-3.64; 23 Ill. Adm. Code 1.30-1.70	10	2	12	10	1.1%
School Report Card	5/10-17a	0	1	1	1	0.1%
Statement of Affairs	5/10-17	0	3	3	3	0.2%
SUBTOTAL		10	6	16		

Calendar/Instructional Time Issues

Topic	Code/Rule Citation¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts²	Percentage of Districts³
Alternative Schools ⁴	5/Art.13A	1	0	1	1	0.1%
Attendance Procedures	23 Ill. Adm. Code 1.290	1	0	1	1	0.1%
Holidays	5/24-2	1,730	6	1,736	807	91.1%
• Lincoln's Birthday					• 791	• 89.3%
• Casimir Pulaski Day					• 535	• 60.4%
• Columbus Day					• 291	• 32.8%
• Dr. M.L. King, Jr.'s, Birthday					• 290	• 32.7%
• Veterans' Day					• 261	• 29.5%
• Memorial Day					• 12	• 1.4%
• Labor Day					• 9	• 1.0%
Inservice Training ⁵	5/18-8.05(F)(2)(d)(2)	20	73	93	50	5.6%
Instructional Time (day/yr.)	5/10-19.1, 18-8.05	100	4	104	60	6.8%
Kindergarten	5/10-20.4, 10-20.12	0	3	3	1	0.1%
Parent-Teacher Conferences	5/18-8.05(F)(2)(d)(1)	19	55	74	46	5.2%
SUBTOTAL		1,871	141	2,012		

Course Offerings

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Bilingual Education	5/14C-2, 14C-2.1, 14C-3	3	0	3	1	0.1%
Course Requirements	23 Ill. Adm. Code 1.420 & 1.430	6	0	6	2	0.2%
Driver Education	5/27-23, 27-24 & 23 Ill. Adm. Code 252	24	84	108	65	7.3%
• Amount of Fee					• 52	• 5.9%
• When to Offer Course					• 13	• 1.5%
• Contracting					• 8	• 0.9%
Health Education ⁶	5/27-5	9	5	14	13	1.5%
Physical Education	5/27-6	139	294	433	213	24.0%
• Other Courses					• 80	• 9.0%
• Block Scheduling					• 78	• 8.8%
• Other Activities					• 59	• 6.7%
• Inadequate Facilities					• 49	• 5.5%
• Other (local control, equal time)					• 18	• 2.0%
SUBTOTAL		181	383	564		

Employment Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Administration of Medication ⁷	5/10-22.23	2	5	7	6	0.7%
Certificates	5/21-5, 21-7(e)(4), 10-21.4a	2	2	4	3	0.3%
Contracts (employment)	5/10-23.8a	0	1	1	1	0.1%
Criminal Background Checks	5/10-21.9	3	0	3	2	0.2%
Evaluation Process	5/24A-5	1	29	30	23	2.6%
Interim/Part-time Superintendent	5/10-21.4	0	5	5	2	0.2%

Protection from Suit	5/34-18.1	1	0	1	1	0.1%
Reduction-in-Force Notices ⁶	5/24-12, 10-23.5	0	7	7	6	0.7%

Employment Issues (continued)

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Reduction-in-Force Notices (Chicago)	5/34-84	0	1	1	1	0.1%
School Nurse ⁸	5/10-22.23	15	77	92	90	10.2%
Substitute Teachers ⁹	5/21-9	6	30	36	31	3.5%
Superintendent Duties	23 Ill. Adm. Code 1.310(f)(1) & (2)	2	2	4	2	0.2%
Teacher Aides	23 Ill. Adm. Code 1.630 & 25.510(d)(1)	4	1	5	3	0.3%
Treasurer – Appointment	5/5-1	0	4	4	4	0.5%
Treasurer – Qualifications	5/8-1(c) & (e)	0	1	1	1	0.1%
Treasurer – Residency ⁶	5/8-1	0	8	8	8	0.9%
SUBTOTAL		36	173	209		

Fiscal Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
ADA/GSA Calculations	5/18-8.05	0	7	7	3	0.3%
Administrative Expenditure Limits ¹⁰	5/17-1.5	0	90	90	70	7.9%
Administrative Expenditure Limits	5/34-43.1(c)	1	0	1	1	0.1%
Bid Limit	5/34-21	2	0	2	1	0.1%
Bonds	5-22	0	1	1	1	0.1%
Debt Limit	5/19-1	0	6	6	5	0.6%
Fiscal Year Change	5/3-15.1	0	1	1	1	0.1%
Funds (transfers/use of interest)	5/10-22.14, 10-22.22, 10-22.44, Art. 17	0	22	22	16	1.8%
Lease Agreements	5/10-21.4	0	1	1	1	0.1%

School Food Program	23 Ill. Adm. Code 305.15(b) & (f)	1	0	1	1	0.1%
Tax Rates	5/17-6.1	0	1	1	1	0.1%
Transportation Reimbursement	23 Ill. Adm. Code 120.90(e) (appeal)	0	1	1	1	0.1%
Tuition	5/10-20.12a, 10-22.5	0	22	22	16	1.8%
SUBTOTAL		4	152	156		

Governance

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Consolidation	Various	0	4	4	4	0.5%
Educational Service Center Administration	5/2-3.62	1	1	2	1	0.1%
Local School Councils	5/34-2.1	1	0	1	1	0.1%
Regional Offices of Education	5/3-14.2	0	2	2	1	0.1%
SUBTOTAL		2	7	9		

Health and Safety

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Building Requirements	23 Ill. Adm. Code 180.60	1	0	1	1	0.1%
Decennial Building Survey	5/2-3.12	0	1	1	1	0.1%
Immunizations ⁶	5/27-8.1	0	19	19	19	2.1%
Sprinklers ¹¹	5/22-23	1	25	26	23	2.6%
SUBTOTAL		2	45	47		

	Approved - ISBE	Approved - GA	Total Approved
TOTALS	2,106	907	3,013

SCHOOL DISTRICTS RECEIVING APPROVAL

837 94.5%

NOTE: The total number of approved requests includes petitions from Regional Offices of Education (ROEs), which may apply on behalf of any school established pursuant to Article 13A of the School Code, and from special education or vocational education cooperatives filing on behalf of member school districts. The ROE applicants and special/vocational education cooperative applicants, however, are not included in the columns displaying number and percentage of school districts receiving approval. To date, 21 ROEs, 19 special education cooperatives, and five area vocational centers have submitted 40 petitions (38

addressed holidays and one each addressed daily physical education and general state aid), all of which have been approved either by the State Board of Education (holiday requests) or by the General Assembly (physical education and general state aid requests).

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Action Item: Appeals Advisory Committee Recommendation

Staff Contact(s): Gail Lieberman, Federal Liaison
Lou Ann Reichle, Assistant Legal Advisor

Purpose of Agenda Item

The purpose of the agenda is to inform you of the status of this committee and discuss a recent recommendation.

Expected Outcome(s) of Agenda Item

The outcome will be final action on one appeal.

Background Information

School districts may appeal school or district status levels, recognition levels, or corrective action. The State Board of Education is tasked with processing school and district appeals through an Appeals Advisory Committee.

The Appeals Advisory Committee was appointed in August, and held its initial meeting on September 16, 2003. Since then they have met three times (October 9th and 30th, and November 24th), and heard five appeals. An additional appeal was scheduled and then withdrawn by the district. The next meeting of the committee will be on January 29, 2004. Four districts will have appeals heard that day.

Disposition of Prior Appeals

The committee heard and made recommendations to Dr. Schiller regarding four districts -- Aurora West #129, Aurora East #131, Decatur #61, and Plano #88. The Superintendent made recommendations to the Board at the November 2003 meeting concerning the first three districts, and the Board took appropriate action. The appeal from Plano was resolved in January 2004 through a technical data correction procedure now in process.

Current Issue

Regarding **Kankakee District #111**, the Appeals Advisory Committee took action to recommend **allowing** the request for Steuben Elementary School to revise 2002 test data in order to allow a safe harbor "look back" review for a subgroup in 2003. Allowing such a request and review will not alter the school's School Improvement status for 2003-04. The school must continue to offer public school choice and supplemental educational services (SES) in 2003-04.

One subgroup at Steuben School did not make adequate yearly progress (AYP) in 2002-2003, although the school's composite score for reading and for math was sufficient. The district tried to correct *in 2003* the error which was noted only as a result of the 2003 scrutiny for a safe harbor "look back" at the black reading subgroup of 2002. This error was not known and could not have been corrected in 2002. When it was known, in 2003, the 2002 data could not be corrected, as stated by the contractor.

There was no way for the "look back provision" to occur or the safe harbor mechanism to be used in 2003 except to examine the 2002 data. In 2003 while seeking to make the 2002 change the books were closed by Pearson for Kankakee #111 in terms of making the appropriate change of reinstating a child who was appropriately enrolled and tested but discounted somehow by the state in the 2002 data.

The Illinois State Board of Education (ISBE) properly calculated AYP for Steuben based on the information submitted and Steuben did not make AYP in 2002-03 based on that information. At the appeal hearing, additional information was supplied regarding one student's status. Ms. Reichle looked at the materials regarding the homebound status of the child whose records were in question for 2002. The district had argued that the student was enrolled throughout 2001-02. Ms. Reichle of ISBE, after a review of the information supplied at the November 24th meeting, stipulated that the child was properly designated for homebound instruction and then dropped April 10th until the end of the school year.

The district looked at the data from 2003. The school didn't make AYP. However, they believed there was 10% improvement for the black subgroup from 2002 to 2003, and the district felt the school had made safe harbor for reading. They contacted ISBE on the formula for safe harbor and were told in August 2003 that ISBE was worrying about actual assessment scores rather than moving on to calculations for safe harbor.

The district talked to agency staff several times about safe harbor. The response was that there was no black reading subgroup in 2002 so there could be no comparison for 2003. Staff said the district had less than 40 students in subgroups in 2002, yet all 44 of Steuben's black students did count on the "Participation Summary for State Tests" in 2002. The 2002 data in the district's chart reflects 44 students, but comparing 2003 to 2002, ISBE staff says only 39 students were counted. At the time of the 2002 test and the data correction window in 2002, there was no set minimum group size established, nor the October 1st date established for a full year student (board policy established in February 2003). These five youth were said to be late entries but yet they participated in testing in 2002 and were counted for assessment purposes and on the "Participation Summary for State Tests" in 2002.

In 2002, AYP was still calculated by the old method. 2003 was the first year that calculations are based on *all* three AYP factors. For safe harbor there is a "look back provision," looking back at the prior year and counting data from both years. Ms. Reichle said ISBE was in order to do a "look back" to 2002 to calculate safe harbor in 2003. Use of safe harbor data was a "first" in 2003 for everyone. The "look back" provision and related processes were new to all parties in 2003.

There was no dispute over enrollment data in 2002. In 2003, new number criteria and data were used. ISBE is saying the 45 day window for change is August 1, 2003 through mid-September 2003. Also, if the district knew or should have known about the 2002 error, ISBE said the district didn't appeal in a timely manner in 2003. The district tried to change the 2002 data in 2003 but was refused by the contractor. The district did receive notice in late July 2003 and had 45 days to challenge the data for 2003.

The school did not make AYP for 2000-01, 2001-02 and 2002-03, and remained in School Improvement status for Title I purposes. Even disregarding the results from 2002-03, Steuben would still be required to offer public school choice and SES to its students beginning with 2002-03. Even if they had made AYP for 2002-03, that would not change its identification for School Improvement status and the consequences under *NCLB*. Schools are not removed from School Improvement status until they make AYP for two consecutive school years.

In conclusion, the committee recommended to Dr. Schiller that the appeal of Kankakee #111 for 2002 be honored, and they be allowed to have the correction for 2002 made by the contractor at this time. By doing so, the 2003 safe harbor option *may be considered* for Steuben School. The committee is not seeking any change in the school's status since the school is currently in School Improvement status. To do so would clearly be a violation of *NCLB* requirements. It seeks to have the correction for 2002 made and then the data *reviewed* for safe harbor status for 2003. Should it be calculated that the school made AYP in 2003 via safe harbor, and then if the school makes AYP again in 2004, the school would not be on any status listing in 2004-05.

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

Analysis and Policy Implications

The State Board of Education has the options of accepting, rejecting, or modifying the recommendations of the Superintendent. Staff will inform the district of the Board's decision.

In terms of policy implications, data corrections from 2002 are an issue here. To not make the changes requested would not allow safe harbor to be considered for this school in 2003. While many school personnel statewide did not understand participation and enrollment factors in 2003, given the necessary technical changes and verifications now occurring for 2003 data, it is fair to say that some individuals did not understand these same, intertwined, issues in 2002.

Another implication is an appeal request being received after the September deadline for data correction, and no change being requested of the contractor in a timely fashion. In this instance, there could be no data correction for 2002 during the 2003 timeframe for corrections, and the Board policy on full school year and subgroup numbers were not in place until February 2003.

Budget Implications

There are no budget implications at the state level through these recommendations. Kankakee #111 receives Title I funds, and is already part of the System of Support. The school is offering public school choice and SES now.

Pros and Cons of Various Actions

The commitment was made to the Appeals Advisory Committee that their recommendations would be taken very seriously. While there may be concerns about going back to 2002 to make data corrections, in order to have an accurate picture of 2003 for Steuben, it is appropriate to consider the safe harbor provision and do a "look back."

The "Participation Summary for State Tests" for 2002 showed 44 black youth as having taken the third grade reading tests. However, five students were deleted from the *safe harbor* calculations for 2002 although all of their scores were counted in the 2002 AYP calculations. It was only due to a changed definition of full school year during 2002-03 and lack of information about one homebound student who was and is served by the school that caused the number of 44 to change between the 2002 data and the 2003 data.

Superintendent's Recommendation

The motion adopted by the committee on November 24, 2003 was to recommend to Dr. Schiller that there be a reversal of the determination that Steuben Elementary School failed to make adequate yearly progress in 2003, to allow a 2002 correction to be made so that the district did make safe harbor for 2003 through a "look back" provision to 2002, and therefore made adequate yearly progress for 2003.

I recommend that the State Board of Education do the following: *Support my recommendation, based on the advice of the Appeals Advisory Committee, regarding Kankakee District #111, to: 1) allow a data correction from 2002 which would allow a safe harbor "look back" to occur in 2003 across comparable subgroups; and 2) to fairly assess whether or not the school made adequate yearly progress in 2003. If they did make safe harbor, their AYP status would be reflected accordingly as having made one year of improvement.*

Next Steps

Inform Kankakee District #111 of the final decision; and inform the members of the committee of the final decision and rationale.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lynne Curry, Director

Agenda Topic: Discussion Item: English Language Proficiency Standards

Materials: WIDA English Language Proficiency Standards

Staff Contact(s): Karen Mulattieri

Purpose of Agenda Item

To prepare the Board for adoption of English Language Proficiency Standards at the February 2004 meeting.

Expected Outcome(s) of Agenda Item

The Board will understand the development process for and the content of the proposed English Language Proficiency Standards.

The Board will understand the process for disseminating and using the adopted standards in 2004 and beyond.

Background Information

The "No Child Left Behind Act" articulates goals for Limited English Proficient Students (LEP) for both academic achievement and English language proficiency. This part of the law complements the Illinois State Board of Education's goal of "helping all students meet the Illinois Learning Standards and closing the achievement gap."

Title III of the No Child Left Behind Act under Section 3113 (b) (2), requires the SEA to "describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing and that are aligned with achievement of the challenging State academic content and student academic achievement standards."

To date teachers from around the state have contributed to the Wisconsin, Delaware, Arkansas (WIDA) Consortium English Language Proficiency Standards. A core group of twenty-four teachers, administrators and ISBE staff worked from October-December 2003 to review and augment these standards. The additions made by the team were incorporated into the original document, which will be adopted by all nine member states of the consortium.

In early December the draft of the standards was presented at the Annual Statewide Conference for Teachers of Culturally and Linguistically Diverse Students. Sessions were held all four days of the conference and over 600 copies of the draft were disseminated for review and comment. Both the Bilingual Advisory Council and the IMAGE Advisory Council have received copies of the draft and made contributions to the final product. In addition, a meeting was called to include six school districts with significant LEP populations; these districts included Chicago, Elgin, Cicero, Schaumburg, Waukegan, and Blue Island. All participants had the opportunity to comment and provide input to the document. The agency took measures to ensure collaboration with local school districts given such a short timeline.

The ELP Standards and performance indicators are organized into two sets: those that can be assessed in large-scale assessment, and those that are classroom based. As part of the Wisconsin Consortium, Illinois will be working with test developers from the University of Illinois at Urbana-Champaign and the Center for Applied Linguistics. The Standards will drive the creation of test items for language proficiency testing in grades K-12 in 2005. Language proficiency testing is required by Titles I and III.

In addition to creating a statewide English language proficiency test, ISBE will also enhance the IMAGE tests to measure LEP student achievement in reading and mathematics.

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

Policy Implications

The adoption of state standards for English Language Proficiency is required by federal law. Adopting the standards will bring Illinois into compliance with No Child Left Behind requirements. These standards will drive the required future modifications in language proficiency testing and LEP achievement testing. Delay in adoption could jeopardize Illinois compliance and State Title funds.

Budget Implications

Federal funds will be used to align the state's language proficiency tests for English Language Learners with Title I and Title III requirements. The State must implement an annual assessment of English language proficiency in grades K-12 in the four domains of listening, speaking, reading, and writing. This supplements, and does not replace, the required assessments for student achievement, i.e., the IMAGE test, which becomes a form of the ISAT accommodated for LEP students. The English language proficiency assessment is currently under development and pilot testing will take place in spring of 2004. Preliminary cost estimates for the assessment, administration, scoring and reporting for LEP students in Illinois approximates 3.6 million dollars. Districts currently purchasing "shelf" tests for language proficiency will no longer incur this expense.

Legislative Action

The School Code (105 ILCS 5/14C-3) already requires that "an examination in the oral comprehension, speaking, reading and writing of English be administered annually to all children of limited-English-speaking ability enrolled and participating in a program in transitional bilingual education." No legislative changes are required in order to implement the proposed statewide test, replacing the locally purchased tests.

Communication

ISBE will develop methods to disseminate the standards to districts and to provide technical assistance and professional development regarding their use.

Next Steps

The Board of Education will review the English Language Proficiency Standards for adoption. Upon adoption, these standards will become part of the Illinois Learning Standards-based instruction and assessment system.

January 2004

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Language Domain: LISTENING- process and understand spoken language in a variety of situations

Grade Cluster	Level	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>		<ul style="list-style-type: none"> identify symbols found in classrooms and schools from pictures and oral statements (such as office or exit) 	<ul style="list-style-type: none"> identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway) 	<ul style="list-style-type: none"> match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food) 	<ul style="list-style-type: none"> identify school-related activities from oral descriptions (such as field trips or assemblies) 	<ul style="list-style-type: none"> match oral descriptions of school personnel with individual needs or situations (e.g., "If...then"; "Suppose...")
3-5		<ul style="list-style-type: none"> follow one step oral commands respond to questions, statements, commands, or social courtesies given orally 	<ul style="list-style-type: none"> follow multi-step oral commands identify topics, some words, or phrases of oral communications 	<ul style="list-style-type: none"> follow multi-step oral commands that incorporate language of polite requests (e.g., "I wish that you could; would you please...") identify the main idea(s) of multiple-sentence communication 	<ul style="list-style-type: none"> follow directions from oral discourse identify the main idea(s) and literal details of oral discourse 	<ul style="list-style-type: none"> follow directions from indirect oral discourse (such as using a cassette tape) identify the main idea(s) and implied details of oral discourse
6-8		<ul style="list-style-type: none"> identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) 	<ul style="list-style-type: none"> match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books) 	<ul style="list-style-type: none"> categorize needed resources with types of assignments based on oral descriptions 	<ul style="list-style-type: none"> analyze assignments and match with needed resources based on oral discourse 	<ul style="list-style-type: none"> evaluate and select the most appropriate resources needed to complete assignments based on oral discourse
9-12		<ul style="list-style-type: none"> respond (non-verbally) to commands pertaining to classroom routines (e.g., "Close your book.") 	<ul style="list-style-type: none"> respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., "What is the last word on page 45 of the dictionary?") 	<ul style="list-style-type: none"> respond (non-verbally) to explicit language pertaining to classroom instructions 	<ul style="list-style-type: none"> respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., "What do you do when you hit the books?") 	<ul style="list-style-type: none"> respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Language Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	<i>Level 1 Entering</i>	<i>Level 2 Beginning</i>	<i>Level 3 Developing</i>	<i>Level 4 Expanding</i>	<i>Level 5 Bridging</i>
<u>K-2</u>	<ul style="list-style-type: none"> • <u>identify and name everyday objects described orally with visual support (such as classroom supplies or household items)</u> 	<ul style="list-style-type: none"> • tell the uses of everyday objects depicted visually 	<ul style="list-style-type: none"> • <u>sort everyday objects depicted visually and explain their uses</u> 	<ul style="list-style-type: none"> • compare/ contrast the uses of everyday objects 	<ul style="list-style-type: none"> • judge and justify the effectiveness of the uses of everyday objects
3-5	<ul style="list-style-type: none"> • provide identifying information • respond to wh-questions 	<ul style="list-style-type: none"> • make personal introductions • ask and respond to questions 	<ul style="list-style-type: none"> • exchange personal information • ask questions and express ideas in response 	<ul style="list-style-type: none"> • restate personal information • ask questions and respond with related or connected ideas 	<ul style="list-style-type: none"> • summarize personal information • ask and respond to questions with ease and fluency
6-8	<ul style="list-style-type: none"> • repeat, restate, or respond to oral instructions or assignments 	<ul style="list-style-type: none"> • paraphrase or retell oral instructions, assignments, or stories 	<ul style="list-style-type: none"> • summarize oral instructions, assignments, or stories 	<ul style="list-style-type: none"> • analyze oral instructions, assignments, or stories using detailed descriptions 	<ul style="list-style-type: none"> • analyze and explain oral instructions, assignments, or stories
9-12	<ul style="list-style-type: none"> • answer questions that express likes and dislikes 	<ul style="list-style-type: none"> • answer a range of questions that express personal preferences 	<ul style="list-style-type: none"> • express personal preferences or points of view 	<ul style="list-style-type: none"> • express and defend personal preferences, opinions, or points of view 	<ul style="list-style-type: none"> • express and defend points of view other than from a personal perspective

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Language Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<i>Grade Cluster</i>	<i>Level</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>		<ul style="list-style-type: none"> identify environmental print (such as signs around school or the community) 	<ul style="list-style-type: none"> extract information from environmental print (such as signs, bulletin boards, or menus) 	<ul style="list-style-type: none"> restate information found in visually supported print (such as school schedules, field trips, or celebrations) 	<ul style="list-style-type: none"> summarize information found in visually supported print on classroom or school activities 	<ul style="list-style-type: none"> interpret rules and procedures (such as from the classroom or school)
3-5		<ul style="list-style-type: none"> identify topics from pictures, words, or phrases (such as daily routines associated with time periods) 	<ul style="list-style-type: none"> identify explicit message from visually supported, non-technical text (such as from language experience stories) 	<ul style="list-style-type: none"> identify main ideas from visually supported, explicit text (such as from school permission slips, notes about school events) 	<ul style="list-style-type: none"> identify main ideas and major details (such as from school announcements, dress or discipline codes) 	<ul style="list-style-type: none"> make inferences about main ideas and use details as supporting evidence (such as from comic books)
6-8		<ul style="list-style-type: none"> locate facts or information on socially-related topics (such as the school dance) match everyday information to visuals 	<ul style="list-style-type: none"> connect facts or information on socially-related topics to examples identify main idea from everyday information supported by visuals 	<ul style="list-style-type: none"> compare/ contrast facts or information on socially-related topics summarize everyday information (such as on bill boards, ads, or instructions) 	<ul style="list-style-type: none"> interpret facts or information on socially-related topics identify details or related information that support the main idea 	<ul style="list-style-type: none"> apply facts or information on socially-related topics to new situations infer what to do based on everyday information
9-12		<ul style="list-style-type: none"> identify text features or web resources used for assignments (such as titles or authors) 	<ul style="list-style-type: none"> match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics) 	<ul style="list-style-type: none"> match types of books or web resources with information needed for assignments 	<ul style="list-style-type: none"> use text features or web resources to confirm information for assignments (such as indexes or glossaries) 	<ul style="list-style-type: none"> scan entries in books or web sites to locate information for assignments

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Language Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> • <u>trace, copy, or produce words about self</u> 	<ul style="list-style-type: none"> • <u>make lists for varying purposes related to self</u> 	<ul style="list-style-type: none"> • <u>relate personal facts</u> 	<ul style="list-style-type: none"> • compose friendly notes or personal messages 	<ul style="list-style-type: none"> • narrate or compose personal stories with illustrations
3-5	<ul style="list-style-type: none"> • label or produce icons for school rules or procedures • compose using pictures, labels, and phrases 	<ul style="list-style-type: none"> • list dos and don'ts regarding school rules or procedures • compose using phrases and simple sentences 	<ul style="list-style-type: none"> • give examples of school rules or procedures • compose using expanded sentences with some complexity 	<ul style="list-style-type: none"> • explain the usefulness or importance of school rules or procedures • compose using a variety of sentence lengths and levels of complexity 	<ul style="list-style-type: none"> • discuss or propose consequences of breaking school rules or procedures • compose using a variety of sentence lengths and levels of complexity with clear meaning
6-8	<ul style="list-style-type: none"> • make lists of words associated with school subjects 	<ul style="list-style-type: none"> • outline or complete organizers with school schedule and subjects 	<ul style="list-style-type: none"> • describe a typical school day and discuss favorite school subjects 	<ul style="list-style-type: none"> • suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., "I would like to"....) 	<ul style="list-style-type: none"> • write a proposal to add school subjects and given reasons for choices
9-12	<ul style="list-style-type: none"> • complete forms read orally with identifying information or produce facts about self 	<ul style="list-style-type: none"> • make requests or apologize in writing; compose or respond to e-mails or personal messages 	<ul style="list-style-type: none"> • create announcements, invitations, or form paragraphs stating who, what, when, and why 	<ul style="list-style-type: none"> • complete real life forms (such as leases, applications, licenses) 	<ul style="list-style-type: none"> • compose social letters, editorials, advice columns, reviews, or resumes

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of LANGUAGE ARTS.**

Language Domain: LISTENING - process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> match pictures to sentences read aloud 	<ul style="list-style-type: none"> order pictures of related sentences read aloud using ordinal numerals (such as first, second, last) 	<ul style="list-style-type: none"> sequence pictures of stories read aloud by <u>beginning, middle, and end</u> 	<ul style="list-style-type: none"> reproduce stories read aloud through a series of pictures 	<ul style="list-style-type: none"> sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings
3-5	<ul style="list-style-type: none"> identify elements of stories from oral directions supported by illustrations (such as characters or settings) 	<ul style="list-style-type: none"> select literal meanings from oral descriptions, (such as from oral reading of realistic fiction) and match to illustrations 	<ul style="list-style-type: none"> identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations 	<ul style="list-style-type: none"> identify cause/ effect in oral discourse (such as from oral reading of realistic or science fiction) 	<ul style="list-style-type: none"> make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)
6-8	<ul style="list-style-type: none"> identify words and phrases related to different time frames following oral directions with visual support (e.g., “before, during, after”) 	<ul style="list-style-type: none"> match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “Long ago; right now; in the future”) 	<ul style="list-style-type: none"> identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback) 	<ul style="list-style-type: none"> analyze use of literary devices related to different time frames found in short stories read orally 	<ul style="list-style-type: none"> interpret use of literary devices related to different time frames from grade level language arts oral reading
9-12	<ul style="list-style-type: none"> identify and locate sources of information based on oral directions and visual support 	<ul style="list-style-type: none"> select or sort sources of information based on oral descriptions and visual support 	<ul style="list-style-type: none"> compare and contrast sources of information based on oral discourse 	<ul style="list-style-type: none"> connect information from various sources based on oral discourse 	<ul style="list-style-type: none"> evaluate information from various sources based on oral discourse

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of LANGUAGE ARTS.**

Language Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 <i>Entering</i>	Level 2 <i>Beginning</i>	Level 3 <i>Developing</i>	Level 4 <i>Expanding</i>	Level 5 <i>Bridging</i>
<u>K-2</u>	<ul style="list-style-type: none"> name characters or settings of stories from (wordless) picture books or short stories identify features of illustrations and photographs 	<ul style="list-style-type: none"> describe characters or settings of stories from (wordless) picture books or short stories describe features of illustrations and photographs 	<ul style="list-style-type: none"> <u>outline plots or themes of stories from picture books or short stories</u> <u>predict what a story is about from visual and oral prompts</u> 	<ul style="list-style-type: none"> narrate main events of plot sequences and state main idea from picture books or short stories predict what will happen next from oral prompts 	<ul style="list-style-type: none"> re/tell stories using story grammar from picture books or short stories state alternative endings to stories from oral prompts
3-5	<ul style="list-style-type: none"> name story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> describe explicit story elements of various genres supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> summarize issues or conflicts of various genres (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> discuss relationships among ideas and offer opinions on issues in various genres (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> make connections and propose options or solutions to issues or conflicts in various genres and support with details
6-8	<ul style="list-style-type: none"> answer wh-questions from pictures related to biographies or human interest stories 	<ul style="list-style-type: none"> describe pictures related to biographies or human interest stories 	<ul style="list-style-type: none"> relate information from graphic organizers on biographies or human interest stories 	<ul style="list-style-type: none"> summarize points from outlines derived from biographies or human interest stories 	<ul style="list-style-type: none"> create impromptu speeches from notes derived from biographies or human interest stories
9-12	<ul style="list-style-type: none"> state facts related to the news or information in visually supported magazines or newspapers read orally 	<ul style="list-style-type: none"> differentiate opinions from facts related to information in visually supported magazines or newspapers read orally 	<ul style="list-style-type: none"> provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies) 	<ul style="list-style-type: none"> critique in detail editorials, reviews, or literary works read orally 	<ul style="list-style-type: none"> debate issues with coherent arguments related to editorials, critiques, reviews, or literary works read orally

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Language Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> associate letter sounds (at beginning, middle, or end or words) with familiar pictures in context 	<ul style="list-style-type: none"> match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures 	<ul style="list-style-type: none"> sort words and phrases into phonological or semantic categories 	<ul style="list-style-type: none"> match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers) 	<ul style="list-style-type: none"> match sentences with pictures or other visual support (such as graphics, charts, or visual organizers)
3-5	<ul style="list-style-type: none"> match labels or identify facts from pictures and phrases (e.g., “I see, there is...”) 	<ul style="list-style-type: none"> identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., “I know that”..., “it is true that...”) 	<ul style="list-style-type: none"> identify language associated with stating opinions found in fiction or non-fiction text (e.g., “I think that”..., “we believe that...”, “it could be... “) 	<ul style="list-style-type: none"> differentiate between statements of fact and opinion found in various reading selections 	<ul style="list-style-type: none"> identify authors’ reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text
6-8	<ul style="list-style-type: none"> locate organizational features of visually supported texts (such as headings, paragraphs, or format) respond to literal questions from illustrations or visually supported text identify word patterns in context 	<ul style="list-style-type: none"> differentiate among organizational features of texts (such as indexes and glossaries) predict outcomes from visually supported text use knowledge of affixes or root words to determine meaning in context 	<ul style="list-style-type: none"> use organizational features of texts to glean main ideas (such as bold print) confirm predictions and make generalizations from visually supported, explicit text use context clues to determine word meanings (such as for homonyms or metaphors) 	<ul style="list-style-type: none"> use organizational features of texts to compare/contrast ideas make inferences from text identify figures of speech (such as similes, alliteration, or personification) 	<ul style="list-style-type: none"> apply knowledge of organizational features of texts to summarize ideas draw conclusions from explicit and implicit text apply knowledge of structural analysis, cognates, or context to determine word meanings
9-12	<ul style="list-style-type: none"> identify words and phrases related to author’s purpose match key vocabulary within graphic supported texts to visuals 	<ul style="list-style-type: none"> identify ideas related to author’s purpose locate key facts in graphics and texts 	<ul style="list-style-type: none"> identify ideas and supporting details related to author’s purpose summarize information in graphics and texts 	<ul style="list-style-type: none"> analyze information related to author’s purpose make generalizations from explicit and implicit literary texts 	<ul style="list-style-type: none"> interpret author’s purpose and apply to other contexts identify extended analogies, symbolism, or abstract ideas in literary texts

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of LANGUAGE ARTS.**

Language Domain: Writing- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	<i>Level 1 Entering</i>	<i>Level 2 Beginning</i>	<i>Level 3 Developing</i>	<i>Level 4 Expanding</i>	<i>Level 5 Bridging</i>
<u>K-2</u>	<ul style="list-style-type: none"> draw pictures in sequential order in response to stories read orally 	<ul style="list-style-type: none"> <u>produce pictures and words to depict sequence in stories</u> 	<ul style="list-style-type: none"> <u>produce phrases in sequential order to relate a series of events in stories</u> 	<ul style="list-style-type: none"> use sequential language in sentences to relate a series of events in stories (e.g., “First... Then”) 	<ul style="list-style-type: none"> use language of storytelling to relate a series of events (e.g., “Once upon a time...”)
3-5	<ul style="list-style-type: none"> describe personal experiences using pictures, words, or phrases 	<ul style="list-style-type: none"> relate personal information or experiences using limited descriptive language 	<ul style="list-style-type: none"> compare/contrast personal information or experiences with those of others using descriptive language 	<ul style="list-style-type: none"> compose personal narratives or autobiographical sketches 	<ul style="list-style-type: none"> produce pieces that make personal connections or integrate personal experiences with literature (such as assume character’s role or relate to events)
6-8	<ul style="list-style-type: none"> produce symbols, words, or phrases to convey basic information 	<ul style="list-style-type: none"> produce notes, construct charts or graphic organizers to convey information 	<ul style="list-style-type: none"> construct paragraphs to convey information (such as produce journal entries) 	<ul style="list-style-type: none"> create original ideas by synthesizing information 	<ul style="list-style-type: none"> defend positions or stances using original ideas with supporting details
9-12	<ul style="list-style-type: none"> copy facts pertaining to current events or issues produce key words or phrases from written texts 	<ul style="list-style-type: none"> express opinions or reactions to current events or issues extract key phrases or sentences from written texts 	<ul style="list-style-type: none"> produce editorial comments on current events or issues take notes or produce outlines from written texts 	<ul style="list-style-type: none"> rewrite stories on current events or issues in different time frames summarize notes from written texts in paragraph form 	<ul style="list-style-type: none"> rewrite stories on current events or issues from different perspectives or points of view produce essays and reports from notes or outlines

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

Language Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> identify illustrations of math figures described orally (e.g., “Find a shape that looks like the sun.”) 	<ul style="list-style-type: none"> <u>identify illustrations of math figures whose attributes are described orally</u> (e.g., “Find a shape with 4 sides.” such as a door or window) 	<ul style="list-style-type: none"> complete repeated math patterns of alternating figures described orally 	<ul style="list-style-type: none"> complete repeated math patterns described orally (such as + + - - ☹ ☺) 	<ul style="list-style-type: none"> predict sequence of complex math patterns from oral descriptions according to grade level
3-5	<ul style="list-style-type: none"> identify quantities, math symbols, operations, or geometric attributes from oral statements and illustrations (such as shape or size) 	<ul style="list-style-type: none"> compare quantities or attributes based on oral directions, illustrations, or statements using contrastive language (such as longer, shorter, greater or less than) 	<ul style="list-style-type: none"> identify examples of mathematical terms based on oral descriptions of their properties or attributes (such as differentiate among geometric figures based on length, width, or height) 	<ul style="list-style-type: none"> apply language of formulas required for problem-solving or data analysis as directed orally 	<ul style="list-style-type: none"> construct models of geometric figures, real-world problems, numerical functions or patterns based on grade level mathematical oral discourse
6-8	<ul style="list-style-type: none"> match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”) 	<ul style="list-style-type: none"> follow multi-step directions to identify proportional representation in graphs 	<ul style="list-style-type: none"> match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If....then....”) 	<ul style="list-style-type: none"> analyze and apply the use of proportion from oral word problems 	<ul style="list-style-type: none"> evaluate ways of using proportion to solve oral word problems
9-12	<ul style="list-style-type: none"> select problem-solving tools from oral statements and visual support 	<ul style="list-style-type: none"> select problem-solving methods and tools from oral descriptions and visual support 	<ul style="list-style-type: none"> select problem-solving methods and tools to address everyday experiences described orally 	<ul style="list-style-type: none"> select problem-solving methods and tools from extended oral discourse 	<ul style="list-style-type: none"> select problem-solving methods and tools from oral reading of grade level math text

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic success in the content
area of MATHEMATICS.**

Language Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> recite math-related words or phrases from pictures of everyday objects and oral statements 	<ul style="list-style-type: none"> restate simple math operations from oral statements, referring to pictures of everyday objects 	<ul style="list-style-type: none"> describe math representations and operations from pictures of everyday objects and oral descriptions 	<ul style="list-style-type: none"> compare/ contrast math operations needed in problem-solving from pictures and oral descriptions 	<ul style="list-style-type: none"> explain the process of math problem-solving from pictures and oral descriptions at grade level
3-5	<ul style="list-style-type: none"> tell place values of large whole numbers (such as using manipulatives for numbers of 3 to 7 digits) respond to wh-questions related to math symbols and geometric shapes 	<ul style="list-style-type: none"> describe large whole numbers from pictures of everyday objects ask and respond to questions about patterns, data, or measurement 	<ul style="list-style-type: none"> give examples of large whole numbers from real life experiences describe operations, procedures, or functions with real life examples 	<ul style="list-style-type: none"> explain use/reasons for large whole numbers presented orally from math texts summarize or predict information from math texts 	<ul style="list-style-type: none"> create word problems involving large whole numbers presented orally from grade level math texts explain the reasoning in selecting problem-solving strategies
6-8	<ul style="list-style-type: none"> identify line segments from pictures of everyday objects (such as types of angles or parallel lines) restate math problems with visual support (involving algebra) 	<ul style="list-style-type: none"> define or describe types of line segments from pictures of everyday objects (e.g., "Opposite sides are parallel.") paraphrase math problems with visual support (involving algebra) 	<ul style="list-style-type: none"> compare/ contrast types of line segments from pictures presented orally from math text (such as parallel v. perpendicular lines) summarize relevant information from math problems (involving algebra) 	<ul style="list-style-type: none"> explain how to use different types of line segments presented orally from math text (such as in geometric figures) interpret information from math problems (involving algebra) 	<ul style="list-style-type: none"> create math problems using different types of line segments presented orally infer steps to solving math problems (involving algebra)
9-12	<ul style="list-style-type: none"> state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration) name operations that apply to numbers and figures (such as factoring or coefficients) 	<ul style="list-style-type: none"> describe derived attributes and their units of measurement using pictures and notation describe operations that apply to problem-solving (such as determining the slopes of lines) 	<ul style="list-style-type: none"> give examples of derived attributes along with their units of measurement presented orally from math text give examples of math-related, real life situations (such as use of tips, discounts, or earn run averages) 	<ul style="list-style-type: none"> discuss the use of derived attributes presented orally from text-based math problems discuss the relevance/ usefulness of math-related, real life situations 	<ul style="list-style-type: none"> justify the use of derived attributes presented orally from text-based math problems justify and defend mathematical solutions to real life situations

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

Language Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> match pictures of everyday objects in context with math symbols 	<ul style="list-style-type: none"> match pictures depicting varying quantities in context with math-related words or phrases 	<ul style="list-style-type: none"> sort math sentences according to language associated with different operations (such as all together, more, sum, plus, in all; take away, left, minus, fewer) 	<ul style="list-style-type: none"> order math sentences involving different operations using sequential language 	<ul style="list-style-type: none"> analyze math sentences to produce sequences for problem solving
3-5	<ul style="list-style-type: none"> match words or pictures with math symbols, quantities, and figures (such as denominations with money or time with clocks) 	<ul style="list-style-type: none"> match words/phrases with math-related terms and operations supported visually (such as prices of items or time-related activities) 	<ul style="list-style-type: none"> choose examples of language of math-related terms and information from procedural descriptions or word problems 	<ul style="list-style-type: none"> summarize language of math-related terms and information in procedural descriptions or word problems 	<ul style="list-style-type: none"> interpret or evaluate language of math-related terms and information in procedural descriptions from grade level texts
6-8	<ul style="list-style-type: none"> match vocabulary needed for problem solving with graphics, symbols, or figures 	<ul style="list-style-type: none"> classify written examples supported visually of math procedures used in real world problems (such as perimeter or area) 	<ul style="list-style-type: none"> classify written examples of math procedures used in text-based problems 	<ul style="list-style-type: none"> order steps of procedures involved in problem solving using sequential language 	<ul style="list-style-type: none"> select reasons for the uses of procedures in grade level math problems
9-12	<ul style="list-style-type: none"> identify numbers in a variety of forms and mathematical notation within visually supported phrases (such as percent, powers, or roots) 	<ul style="list-style-type: none"> identify numbers in a variety of forms and mathematical terms within visually supported sentences 	<ul style="list-style-type: none"> classify mathematical functions and relationships 	<ul style="list-style-type: none"> compare/ contrast mathematical functions and relationships in word problems 	<ul style="list-style-type: none"> analyze mathematical functions and relationships in grade level texts

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Language Domain: Writing- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> • <u>illustrate and label whole numbers</u> (such as from 1-100) 	<ul style="list-style-type: none"> • match whole numbers with words, symbols, or illustrations 	<ul style="list-style-type: none"> • <u>list uses of whole numbers using words, phrases, symbols, or illustrations</u> 	<ul style="list-style-type: none"> • describe and compare whole numbers using words, phrases, symbols, or illustrations 	<ul style="list-style-type: none"> • <u>create math story problems using whole numbers in words, phrases, or sentences</u>
3-5	<ul style="list-style-type: none"> • draw three dimensional shapes in response to vocabulary (such as cones, cylinders, or prisms) 	<ul style="list-style-type: none"> • make lists of real world examples and label three dimensional figures 	<ul style="list-style-type: none"> • describe the attributes of three dimensional figures 	<ul style="list-style-type: none"> • compare/ contrast the attributes of three dimensional figures (e.g., "A ...is like a...because...") 	<ul style="list-style-type: none"> • describe procedures used to solve real world problems that incorporate three dimensional figures
6-8	<ul style="list-style-type: none"> • show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations) 	<ul style="list-style-type: none"> • express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically 	<ul style="list-style-type: none"> • state step-by-step process of math operations, procedures, patterns, or functions 	<ul style="list-style-type: none"> • write everyday math word problems and explain problem-solving strategies 	<ul style="list-style-type: none"> • summarize, reason, predict, and compare/contrast math information or problem-solving strategies
9-12	<ul style="list-style-type: none"> • produce math equations or formulas from dictation with visual support (e.g., "Twenty plus X equals thirty.") • produce tables from everyday sets of facts (such as months and precipitation rates) 	<ul style="list-style-type: none"> • produce math equations or formulas from illustrations (e.g., "Use math sentences to describe equations for this figure.") • produce tables, charts, or graphs from authentic data sources 	<ul style="list-style-type: none"> • describe uses of math equations or formulas (e.g., "Give examples of when you would use the following"....) • outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the internet) 	<ul style="list-style-type: none"> • describe math equations or formulas along with steps involved in problem solving (e.g., "If....then") • interpret tables, charts, or graphs embedded in text 	<ul style="list-style-type: none"> • describe math equations/ formulas with a rationale for use in problem solving • give implications of information derived from tables, graphs, or charts embedded in text

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Language Domain: LISTENING- process and understand spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> identify pictures pertaining to health or safety from oral statements (such as fire, weather) identify objects according to chemical or physical properties from pictures and oral statements (e.g., "The ball is <u>round</u>.") 	<ul style="list-style-type: none"> classify pictures of safe/unsafe or healthy/unhealthy conditions from oral directions match objects with their chemical or physical properties from pictures and oral statements 	<ul style="list-style-type: none"> identify symbols related to safety or health precautions from oral descriptions identify and group objects according to chemical or physical properties from oral statements (e.g., " <u>Water</u> and <u>milk</u> are <u>liquids</u>.") 	<ul style="list-style-type: none"> identify examples or rules related to safety or health precaution from oral discourse analyze objects based on their chemical or physical properties from oral descriptions (e.g., " Ice is cold because__.") 	<ul style="list-style-type: none"> predict consequences of not following safety or health precautions from oral scenarios analyze objects based on their chemical or physical properties from oral reading of grade level science text
3-5	<ul style="list-style-type: none"> identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism) 	<ul style="list-style-type: none"> distinguish among examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements and visual support 	<ul style="list-style-type: none"> make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns 	<ul style="list-style-type: none"> compare/ contrast relationships that verify or contradict hypotheses as described orally in science experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns 	<ul style="list-style-type: none"> show proof or disproof of hypotheses based on results from science experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns
6-8	<ul style="list-style-type: none"> <u>match science domains or their tools with pictures from oral statements (such as earth, life, or physical science)</u> 	<ul style="list-style-type: none"> categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens) 	<ul style="list-style-type: none"> identify science domains or their tools from oral descriptions of examples 	<ul style="list-style-type: none"> compare/contrast examples of science domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes) 	<ul style="list-style-type: none"> give examples of science domains or their tools from oral reading of grade level science text
9-12	<ul style="list-style-type: none"> locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or 	<ul style="list-style-type: none"> differentiate types of physical , biological, chemical, or earth/space structures from pictures and oral statements (such as plant and animal cells, kidneys and liver, machines, compounds, or 	<ul style="list-style-type: none"> match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/ dormancy or atomic/ nuclear structures) 	<ul style="list-style-type: none"> compare/ contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/ genetics or boiling/ melting points) 	<ul style="list-style-type: none"> match analogies (of the functions) of related biological, chemical, or physical structures from oral descriptions from grade level science text

	constellations)	solar systems)			
--	-----------------	----------------	--	--	--

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of SCIENCE.**

Language Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> use words or phrases related to weather or environment from pictures/ photographs (such as temperatures, seasons, or precipitation) 	<ul style="list-style-type: none"> re/state scientific hypotheses about weather or environment from pictures or photographs 	<ul style="list-style-type: none"> ask wh- questions about weather or environment from pictures or photographs 	<ul style="list-style-type: none"> predict results and provide reasons based on scientific hypotheses about weather or environment from oral or written information 	<ul style="list-style-type: none"> evaluate and weigh options related to scientific hypotheses about weather or environment from oral or written information
3-5	<ul style="list-style-type: none"> name organisms or parts of systems depicted visually (such as food webs or biomes) 	<ul style="list-style-type: none"> classify or give examples of organisms or types of systems depicted visually 	<ul style="list-style-type: none"> describe how organisms or systems work from short text supported visually 	<ul style="list-style-type: none"> explain or discuss how the functions of organisms or systems impact everyday life 	<ul style="list-style-type: none"> hypothesize or describe the causes or effects of changes in organisms or systems
6-8	<ul style="list-style-type: none"> use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines) 	<ul style="list-style-type: none"> describe scientific events or discoveries based on illustrations 	<ul style="list-style-type: none"> compare/ contrast scientific events or discoveries described orally (e.g., “__ is similar /different than __ because __.”) 	<ul style="list-style-type: none"> predict future scientific events or discoveries based on oral or graphic evidence (e.g., “__ could/ will/ may/ might/ lead to __.”) 	<ul style="list-style-type: none"> predict the effects of future scientific events or discoveries based on oral evidence (e.g., “__ will/ may/ might/ make it necessary to __.”)
9-12	<ul style="list-style-type: none"> identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles) 	<ul style="list-style-type: none"> give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system) 	<ul style="list-style-type: none"> describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle) 	<ul style="list-style-type: none"> discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems) 	<ul style="list-style-type: none"> explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Language Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> identify living organisms from symbols, photographs, labels, graphs, or charts 	<ul style="list-style-type: none"> classify living organisms (such as birds and mammals) including <u>pictures or symbols associated with the scientific method (such as ? for hypothesis)</u> 	<ul style="list-style-type: none"> complete graphs or charts using symbols of the scientific method to address questions related to living organisms 	<ul style="list-style-type: none"> respond to questions about graphs or charts related to living organisms using symbols of the scientific method 	<ul style="list-style-type: none"> interpret graphs or charts related to living organisms using symbols and explicit text related to the scientific method
3-5	<ul style="list-style-type: none"> match pictures representing scientific objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines) 	<ul style="list-style-type: none"> associate descriptive phrases with visual supported scientific objects or terms 	<ul style="list-style-type: none"> classify or differentiate among scientific objects or terms based on sets of features, characteristics, or properties 	<ul style="list-style-type: none"> interpret information on scientific objects, terms, or disciplines from charts, tables, graphic organizers, or written text 	<ul style="list-style-type: none"> apply information on scientific objects, terms, or disciplines to new contexts using grade level science text
6-8	<ul style="list-style-type: none"> match pictures of systems or processes with vocabulary (such as body systems or photosynthesis; e.g., “An example of ___ is ___”) 	<ul style="list-style-type: none"> match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “ ___ goes with ___ .”) 	<ul style="list-style-type: none"> sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like is different from...”) 	<ul style="list-style-type: none"> identify systems or processes from descriptions from science text (e.g., “As a result of ___; ___ is caused by ___.”) 	<ul style="list-style-type: none"> identify functions of systems or processes from grade level science text (e.g., “In order to ____, it is necessary to ____.”)
9-12	<ul style="list-style-type: none"> identify data from scientific studies from tables, charts, or graphs 	<ul style="list-style-type: none"> match sources of data depicted in tables, charts, or graphs from scientific studies with research questions 	<ul style="list-style-type: none"> extract information on the use of data presented in text and tables 	<ul style="list-style-type: none"> interpret data presented in text and tables in scientific studies 	<ul style="list-style-type: none"> evaluate scientific data and discuss the implications of the studies presented in grade level text

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Language Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> identify similarities or differences of science-related objects through drawings or copying labels 	<ul style="list-style-type: none"> <u>note scientific change by identifying the stages of processes or cycles through drawings, words, or phrases (such as from seeds to plans or from caterpillars to butterflies)</u> 	<ul style="list-style-type: none"> <u>describe scientific change through the graphic or written depiction of processes or cycles</u> 	<ul style="list-style-type: none"> <u>compare/ contrast scientific change by inserting words or phrases into graphic organizers</u> 	<ul style="list-style-type: none"> <u>explain the process of scientific change with complete thoughts</u>
3-5	<ul style="list-style-type: none"> label and draw objects of the physical, chemical, earth, biological, or astronomical sciences (such as planets, stars, or solar system) 	<ul style="list-style-type: none"> describe and draw features of objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> compare/ contrast objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> describe relationships among objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> evaluate the potential usefulness of objects of the physical, chemical, earth, biological, or astronomical sciences to explain real world issues
6-8	<ul style="list-style-type: none"> identify forms of energy and everyday examples depicted visually (such as light, sound, heat) 	<ul style="list-style-type: none"> describe and draw examples of forms of energy (such as use of adjectives or antonyms) 	<ul style="list-style-type: none"> compare/ contrast two forms of energy (e.g., “___ and ___ are alike / different in these ways.”) 	<ul style="list-style-type: none"> explain uses of different forms of energy (e.g., “___ is used to ___.”) 	<ul style="list-style-type: none"> evaluate and defend the most efficient forms of energy (e.g., “The similarities between/among ___ are ___; ___ is ___er than ___.”)
9-12	<ul style="list-style-type: none"> draw pictures and label steps in scientific experiments (such as distillation) 	<ul style="list-style-type: none"> state procedures for scientific experiments in biology, chemistry, physics, or earth/space science 	<ul style="list-style-type: none"> provide information learned from scientific experiments in a lab report, including pre-experiment predictions 	<ul style="list-style-type: none"> interpret findings gleaned from data from scientific experiments 	<ul style="list-style-type: none"> justify conclusions reached from examining scientific data

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Language Domain: LISTENING- process and understand spoken language in a variety of situations

Grade Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> locate reference points on local or world maps or globes from oral commands (such as around the school and community) 	<ul style="list-style-type: none"> identify major physical features of the earth on local or world maps or globes based on oral statements (such as mountains and oceans) 	<ul style="list-style-type: none"> identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends) 	<ul style="list-style-type: none"> distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality 	<ul style="list-style-type: none"> follow travel routes on maps based on a series of directionality and sequence statements
3-5	<ul style="list-style-type: none"> identify information from oral statements supported visually such as points on timelines or other visual aids 	<ul style="list-style-type: none"> arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions 	<ul style="list-style-type: none"> order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions 	<ul style="list-style-type: none"> interpret information on timelines, graphs, charts, maps or other visual aids from oral directions 	<ul style="list-style-type: none"> draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud
6-8	<ul style="list-style-type: none"> identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., "Locate corn on the map.") 	<ul style="list-style-type: none"> locate resources or products on maps or graphs from oral descriptions (e.g., "Show where corn is grown.") 	<ul style="list-style-type: none"> categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., "IL grows corn and wheat; AR produces cotton and rice.") 	<ul style="list-style-type: none"> find patterns associated with resources or products of regions described orally (e.g., "The northeast and midwest manufacture more goods than the south.") 	<ul style="list-style-type: none"> draw conclusions about resources or products in various regions based on oral descriptions (e.g., "There is more manufacturing near rivers.")
9-12	<ul style="list-style-type: none"> identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps 	<ul style="list-style-type: none"> match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps 	<ul style="list-style-type: none"> find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios 	<ul style="list-style-type: none"> compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading 	<ul style="list-style-type: none"> distinguish between rationales (economic, political, or historical) for significant events in U.S. or world history from oral reading or tapes representing varying perspectives

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Language Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> tell personal information about family using visual support (such as names of family members from photographs or drawings) identify community workers from pictures 	<ul style="list-style-type: none"> tell information or experiences about your family (such as heritage and language) describe roles of community workers from pictures 	<ul style="list-style-type: none"> give examples of personal responsibilities of family members describe personal encounters with community workers 	<ul style="list-style-type: none"> <u>predict consequences of irresponsible family members</u> <u>explain importance of community workers</u> 	<ul style="list-style-type: none"> explain the importance of your contributions to family predict consequences of not having community workers
3-5	<ul style="list-style-type: none"> name and relate information about personal heroes, leaders, or important figures depicted in illustrations. state daily personal needs 	<ul style="list-style-type: none"> give examples of what people do to become heroes, leaders, or important figures describe how personal needs are met (e.g., "When I was little I....Now I ...") 	<ul style="list-style-type: none"> state reasons for choice of personal heroes, leaders, or important figures discuss how personal needs change over time 	<ul style="list-style-type: none"> compare/ contrast personal heroes, leaders, or important figures to others in history predict consequences of personal needs not met 	<ul style="list-style-type: none"> give examples and explanations of heroism or leadership evaluate the importance of personal needs
6-8	<ul style="list-style-type: none"> associate events or people with time frames in U.S. or world history shown on timelines or in graphics 	<ul style="list-style-type: none"> list features or characteristics of major events or people in U.S. or world history depicted in illustrations 	<ul style="list-style-type: none"> discuss the significance of major events or people in U.S. or world history (e.g., "This is important because...") 	<ul style="list-style-type: none"> provide reasons behind major events or people's actions in U. S. or world history 	<ul style="list-style-type: none"> explain cause and effect of the major events or people's actions in U.S. or world history (e.g., "This happened as a result of...")
9-12	<ul style="list-style-type: none"> name elements of major historical, cultural, or economic themes depicted in illustrations (such as 'war' for revolution) 	<ul style="list-style-type: none"> list characteristics of major historical, cultural, or economic themes depicted in illustrations 	<ul style="list-style-type: none"> give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons) 	<ul style="list-style-type: none"> explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives 	<ul style="list-style-type: none"> discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Language Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 <i>Expanding</i>	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> match vocabulary or pictures with illustrated holidays or seasons 	<ul style="list-style-type: none"> sort vocabulary, pictures, or phrases according to holidays or seasons 	<ul style="list-style-type: none"> find explicit information about holidays or seasons from text and visual sources 	<ul style="list-style-type: none"> interpret explicit information about holidays or seasons from visual sources 	<ul style="list-style-type: none"> interpret implicit information about holidays or seasons from text and visual sources (such as pictures, charts, or graphs)
3-5	<ul style="list-style-type: none"> match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels 	<ul style="list-style-type: none"> identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases 	<ul style="list-style-type: none"> compare/ contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions 	<ul style="list-style-type: none"> interpret the effects of geography, economics, government/political systems and or historical events on people's lives during different time periods from social studies text 	<ul style="list-style-type: none"> project and predict ways in which people will live and innovations of the future from grade level text based on geographic, economic, political, or historical facts and influences
6-8	<ul style="list-style-type: none"> identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases 	<ul style="list-style-type: none"> match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements 	<ul style="list-style-type: none"> match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions 	<ul style="list-style-type: none"> analyze the rights or responsibilities of people in the U.S. or other countries from social studies text 	<ul style="list-style-type: none"> infer the rights or responsibilities of people in the U.S. or other countries from grade level social studies text
9-12	<ul style="list-style-type: none"> match people and places with significant periods in world history through illustrations and timelines 	<ul style="list-style-type: none"> identify features of significant periods in world history from written statements and timelines 	<ul style="list-style-type: none"> match features of significant periods in world history with written descriptions 	<ul style="list-style-type: none"> compare/contrast significant periods in world history based on social studies text 	<ul style="list-style-type: none"> analyze significant periods in world history from grade level social studies text

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Language Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<i>K-2</i>	<ul style="list-style-type: none"> draw symbols or logos for products in the marketplace 	<ul style="list-style-type: none"> draw or describe products in the marketplace 	<ul style="list-style-type: none"> compare/ contrast the attributes of two products 	<ul style="list-style-type: none"> <u>state advantages of using one product over another</u> 	<ul style="list-style-type: none"> evaluate usefulness of products and provide reasons for choices or decisions
<i>3-5</i>	<ul style="list-style-type: none"> draw and label features of your community or region (such as location, people, places, or resources) 	<ul style="list-style-type: none"> describe your community or region (such as location, people, places, resources, or history) 	<ul style="list-style-type: none"> compare/ contrast your community or region with another one (in re: to location, people, places, resources, history, or government) 	<ul style="list-style-type: none"> describe your community in relation to its state or region (in re: to location, people, places, resources, history, or government) 	<ul style="list-style-type: none"> analyze what your community or region has and discuss what it needs (in re: to location, people, places, resources, history, or government)
<i>6-8</i>	<ul style="list-style-type: none"> label features of U.S. or other governments through illustrations 	<ul style="list-style-type: none"> describe functions of U.S. or other governments using graphic organizers 	<ul style="list-style-type: none"> compare/ contrast functions of the U.S. or other governments based on graphic organizers 	<ul style="list-style-type: none"> analyze functions of the U.S. or other governments in response to recent events 	<ul style="list-style-type: none"> discuss which functions of the U. S. or other governments are most effective and why (such as branches or elected officials)
<i>9-12</i>	<ul style="list-style-type: none"> label significant individuals, through illustrations or photographs, in history, politics, economics, or society 	<ul style="list-style-type: none"> outline the contributions of significant individuals in history, politics, economics, or society 	<ul style="list-style-type: none"> describe the contributions of significant individuals in history, politics, economics, or society 	<ul style="list-style-type: none"> discuss how significant individuals have impacted history, politics, economics, or society 	<ul style="list-style-type: none"> explain and evaluate the contributions of significant individuals in history, politics, economics, or society

WIDA Consortium

January 2004

**K-12 English Language Proficiency Standards
for English Language Learners**

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> position manipulatives or realia according to oral commands such as to show spatial relations (e.g., "Put the book on the table.") 	<ul style="list-style-type: none"> position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., "Put the cubes in a row across the paper.") 	<ul style="list-style-type: none"> <u>follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers</u> (e.g., "Fold the paper in half and place it on your table the long way.") 	<ul style="list-style-type: none"> follow verbal directions without visual or nonverbal support (e.g., "Put your name on the top line of the paper.") 	<ul style="list-style-type: none"> follow sequence from verbal directions without visual or nonverbal support (e.g., "Put your name on the left-hand side of the paper, then put the date on the right-hand side.")
3-5	<ul style="list-style-type: none"> identify materials needed to complete tasks from realia and oral statements 	<ul style="list-style-type: none"> match materials or resources needed to complete tasks with their uses based on realia and oral directions 	<ul style="list-style-type: none"> select materials or resources needed to complete tasks based on realia and oral descriptions 	<ul style="list-style-type: none"> sequence use of materials or resources needed to complete tasks based on oral directions 	<ul style="list-style-type: none"> evaluate use of materials or resources needed to complete tasks based on oral discourse
6-8	<ul style="list-style-type: none"> follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus) 	<ul style="list-style-type: none"> role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking) 	<ul style="list-style-type: none"> role play positive ways of interacting socially and culturally based on oral descriptions 	<ul style="list-style-type: none"> role play or identify situations of peer pressure based on oral descriptions 	<ul style="list-style-type: none"> role play consequences of succumbing to peer pressure based on oral scenarios
9-12	<ul style="list-style-type: none"> follow instructions or requests from peers (e.g., "Meet me at my locker after 9th period.") 	<ul style="list-style-type: none"> follow (telephone) conversations, process and respond to announcements (over 	<ul style="list-style-type: none"> process and respond to discourse from unfamiliar speakers (such as at assemblies 	<ul style="list-style-type: none"> process and respond to discourse from indirect sources (such as cassettes 	<ul style="list-style-type: none"> evaluate the appropriateness of messages or information from a

		the intercom) or by teachers	or on field trips)	or CDs)	variety of sources
--	--	---------------------------------	--------------------	---------	--------------------

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> give and ask for permission or make requests 	<ul style="list-style-type: none"> share feelings and emotions, likes or dislikes 	<ul style="list-style-type: none"> indicate interests, opinions, or preferences 	<ul style="list-style-type: none"> persuade peers to join in activities or games 	<ul style="list-style-type: none"> negotiate solutions to problems, interpersonal misunderstandings, or disputes
3-5	<ul style="list-style-type: none"> ask for assistance with a task or needed supplies 	<ul style="list-style-type: none"> ask or provide the meaning of words, phrases, or uses of relevant resources 	<ul style="list-style-type: none"> ask questions to seek information or provide opinions, preferences, or wishes 	<ul style="list-style-type: none"> ask for or provide clarification of information by restating ideas 	<ul style="list-style-type: none"> ask for or provide specific information that confirms or denies beliefs
6-8	<ul style="list-style-type: none"> respond to and offer greetings, compliments, introductions, or farewells 	<ul style="list-style-type: none"> ask questions or exchange information with peers 	<ul style="list-style-type: none"> initiate or engage in conversation with peers or within a small group 	<ul style="list-style-type: none"> initiate and respond to idiomatic expressions or slang in conversation 	<ul style="list-style-type: none"> express or respond to humor or sarcasm in conversation
9-12	<ul style="list-style-type: none"> state preferences for types of music, games, TV programs, or recreational activities 	<ul style="list-style-type: none"> describe preferred movies, magazines, stories, or authors 	<ul style="list-style-type: none"> recommend games, songs, books, films, poems, or computer programs and give reasons for selection 	<ul style="list-style-type: none"> discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles 	<ul style="list-style-type: none"> critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> respond to icons or pictures on board games or in activities 	<ul style="list-style-type: none"> respond to pictures with words or phrases on board games or in activities 	<ul style="list-style-type: none"> respond to words or phrases on board games or in activities 	<ul style="list-style-type: none"> follow written directions with peer or teacher assistance 	<ul style="list-style-type: none"> follow written directions independently
3-5	<ul style="list-style-type: none"> use cues for sounding out unfamiliar words with accompanying visuals identify words or phrases around school or the community 	<ul style="list-style-type: none"> use visually supported context to derive meaning and facilitate fluency use prior knowledge to make predictions 	<ul style="list-style-type: none"> use punctuation for expression and fluency confirm predictions based on prior knowledge 	<ul style="list-style-type: none"> use self-monitoring and self-correcting strategies to increase fluency compare/contrast personal experiences with text 	<ul style="list-style-type: none"> adjust pace and expression while reading orally evaluate validity of information based on personal experiences
6-8	<ul style="list-style-type: none"> search topics of interest on the internet or in libraries 	<ul style="list-style-type: none"> classify topics identified through hypermedia or multiple sources 	<ul style="list-style-type: none"> sort relevant from irrelevant information on topics gathered from the internet or libraries 	<ul style="list-style-type: none"> arrange information on topics gathered from the internet or libraries in logical order 	<ul style="list-style-type: none"> reread information on topics gathered from the internet or libraries to confirm or summarize sequence
9-12	<ul style="list-style-type: none"> preview visually supported text to glean basic facts 	<ul style="list-style-type: none"> connect information from visually supported text to self 	<ul style="list-style-type: none"> scan material to verify information or hypotheses 	<ul style="list-style-type: none"> skim material for relevant information 	<ul style="list-style-type: none"> revise thoughts and conclusions based on information from text

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> draw or dictate personal experiences 	<ul style="list-style-type: none"> draw or label personal experiences 	<ul style="list-style-type: none"> produce phrases or sentences about personal experiences 	<ul style="list-style-type: none"> maintain diaries or journals of personal experiences 	<ul style="list-style-type: none"> produce illustrated stories based on personal experiences
3-5	<ul style="list-style-type: none"> draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community 	<ul style="list-style-type: none"> describe pictures of unsafe practices around school, home, or community (such as pedestrian safety) 	<ul style="list-style-type: none"> describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground) 	<ul style="list-style-type: none"> describe strategies for maintaining personal safety and health 	<ul style="list-style-type: none"> create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community
6-8	<ul style="list-style-type: none"> respond to requests, invitations, 'to do' lists through pictures and words 	<ul style="list-style-type: none"> respond to and initiate e-mails, postcards, or notes to friends; jot down messages or notes 	<ul style="list-style-type: none"> respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank yous 	<ul style="list-style-type: none"> respond to and initiate raps, songs, or poetry 	<ul style="list-style-type: none"> respond to and initiate humor or language that contains multiple meanings
9-12	<ul style="list-style-type: none"> jot down key points about language learning (such as use of capital letters for days of week and months of year.) 	<ul style="list-style-type: none"> test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries) 	<ul style="list-style-type: none"> reflect on use of newly acquired language or language patterns (such as through self-assessment checklists) 	<ul style="list-style-type: none"> edit, revise, or rephrase written language based on feedback 	<ul style="list-style-type: none"> expand and elaborate written language as directed

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of LANGUAGE ARTS.**

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> follow along in role play activities described orally 	<ul style="list-style-type: none"> role play familiar, everyday activities described orally 	<ul style="list-style-type: none"> role play characters seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact scenes seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact, role play, or dramatize stories that are read or seen
3-5	<ul style="list-style-type: none"> respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations 	<ul style="list-style-type: none"> respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls) 	<ul style="list-style-type: none"> respond (or interact with) teachers or peers during shared reading to show comprehension (such as giving thumbs-up/ thumbs-down signals) 	<ul style="list-style-type: none"> respond (or interact) during guided reading to show use of reading strategies 	<ul style="list-style-type: none"> respond (or interact) about stories and chapter books during literature circles to show self-reflection
6-8	<ul style="list-style-type: none"> match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets) 	<ul style="list-style-type: none"> match oral directions with learning strategies represented visually (such as follow multiple-choice format) 	<ul style="list-style-type: none"> follow oral directions associated with acquisition of learning strategies (such as answer easy questions first on tests) 	<ul style="list-style-type: none"> practice learning strategies based on oral discourse 	<ul style="list-style-type: none"> use multiple learning strategies associated with oral discourse independently
9-12	<ul style="list-style-type: none"> process information from speakers who use visual or graphic support (such as meteorologists) 	<ul style="list-style-type: none"> match information from TV, films, video, or DVDs to titles of segments 	<ul style="list-style-type: none"> form general ideas based on information from familiar speakers or media 	<ul style="list-style-type: none"> identify summaries of information from radio, cassettes, or CDs, or multimedia 	<ul style="list-style-type: none"> integrate information from oral documentaries and other sources on unfamiliar topics

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of LANGUAGE ARTS.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes) 	<ul style="list-style-type: none"> interact in small group or paired activities 	<ul style="list-style-type: none"> converse about classroom and social activities 	<ul style="list-style-type: none"> describe and share personal experiences and school-related activities 	<ul style="list-style-type: none"> participate in and contribute to academic classroom discussions
3-5	<ul style="list-style-type: none"> describe self with words and gestures (such as features, clothing, or likes and dislikes) 	<ul style="list-style-type: none"> compare self with other familiar persons (such as friends, family members, or movie stars) 	<ul style="list-style-type: none"> compare self with characters in literary works 	<ul style="list-style-type: none"> compare self with motives or points of view of characters in literary works 	<ul style="list-style-type: none"> explain differences between self motives or points of view and those of characters in literary works
6-8	<ul style="list-style-type: none"> answer wh-questions regarding visually supported information on ads, cartoons, signs, or posters 	<ul style="list-style-type: none"> restate or paraphrase visually supported information from newspapers, magazines, or brochures 	<ul style="list-style-type: none"> present reviews from newspapers/ magazines (such as cartoons or advice columns) 	<ul style="list-style-type: none"> present reviews of trade books or short stories 	<ul style="list-style-type: none"> give oral book summaries or reviews including critiques and self-assessment
9-12	<ul style="list-style-type: none"> state facts about personal interests or those of friends or members of your family 	<ul style="list-style-type: none"> do task analyses of familiar processes [such as recipes (how to make X) and games (how to play X)] 	<ul style="list-style-type: none"> give narrative speeches on personal topics of interest 	<ul style="list-style-type: none"> give persuasive speeches on school-related topics 	<ul style="list-style-type: none"> engage in debates on school-related topics or issues

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> follow directionality of print sequence a series of pictures to tell stories 	<ul style="list-style-type: none"> match voice to print by pointing to words match a series of pictures that tell stories with sequence words (such as first, then, last) 	<ul style="list-style-type: none"> cross-check pictures and phonics clues select titles to match a series of pictures 	<ul style="list-style-type: none"> use phonics clues to sound out words sequence sentences to tell stories 	<ul style="list-style-type: none"> predict what word or phrase comes next sequence short paragraphs to tell stories
3-5	<ul style="list-style-type: none"> follow repetitive word patterns from leveled, illustrated books 	<ul style="list-style-type: none"> follow language patterns from predictable, illustrated trade books (such as repetitive phrases) 	<ul style="list-style-type: none"> identify language patterns and story structure from fiction (such as fairytales, legends, or tall tales) 	<ul style="list-style-type: none"> identify language patterns from different forms of prose or poetry 	<ul style="list-style-type: none"> identify and select language patterns associated with various genres from grade level language arts materials
6-8	<ul style="list-style-type: none"> identify words or phrases supported by illustrations associated with various genres 	<ul style="list-style-type: none"> match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse) 	<ul style="list-style-type: none"> predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece) 	<ul style="list-style-type: none"> match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads) 	<ul style="list-style-type: none"> infer types of genres associated with written descriptions or summaries
9-12	<ul style="list-style-type: none"> identify facts from pictures and sentences 	<ul style="list-style-type: none"> use graphic organizers to compare/contrast information between texts 	<ul style="list-style-type: none"> compare/contrast information between and among texts using graphic organizers 	<ul style="list-style-type: none"> critique information from various sources, including the internet 	<ul style="list-style-type: none"> evaluate validity of information from various sources, including the internet

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> produce icons, letters, or pictures (for wall charts or displays) 	<ul style="list-style-type: none"> produce symbols and words (for wall charts or displays) 	<ul style="list-style-type: none"> produce words patterns (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize words patterns and phrases (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize words patterns, phrases, or sentences (for wall charts or displays)
3-5	<ul style="list-style-type: none"> produce word lists for personal reasons from pictures (such as chores or shopping) 	<ul style="list-style-type: none"> use models to create phrases as personal reminders (such as homework assignments) 	<ul style="list-style-type: none"> edit own writing based on teacher feedback 	<ul style="list-style-type: none"> edit and revise own writing based on class or peer reviews 	<ul style="list-style-type: none"> edit and revise own writing (using word processing) to produce final drafts
6-8	<ul style="list-style-type: none"> use bilingual or picture dictionaries to generate language relevant to the task use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs) 	<ul style="list-style-type: none"> use computers, peers, or models to check spelling or grammar use graphic organizers to plan writing (such as T charts) 	<ul style="list-style-type: none"> engage in peer editing using checklists during process writing select and use graphic organizers to present ideas for writing (such as venn diagrams) 	<ul style="list-style-type: none"> use thesauruses, dictionaries, or checklists for self-editing during process writing use graphic organizers to reflect on writing (such as KWL charts) 	<ul style="list-style-type: none"> use rubrics to self- assess process writing evaluate self or peer writing by comparing information on graphic organizers to that in pieces
9-12	<ul style="list-style-type: none"> jot down key words or symbols from visuals pertaining to discussions 	<ul style="list-style-type: none"> list key phrases or sentences from discussions 	<ul style="list-style-type: none"> take notes and produce sentence outlines from discussions and lectures 	<ul style="list-style-type: none"> produce outlines and summary paragraphs from lecture notes 	<ul style="list-style-type: none"> produce essays based on notes from lectures

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

Domain: LISTENING- process and understand spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> use manipulatives or realia to illustrate oral math statements 	<ul style="list-style-type: none"> use manipulatives or draw pictures to illustrate math operations from oral directions 	<ul style="list-style-type: none"> use manipulatives, draw pictures, or make tallies to illustrate oral math stories 	<ul style="list-style-type: none"> use manipulatives or bar graphs to compare oral information (e.g., "There are more girls here today than boys.") 	<ul style="list-style-type: none"> complete or produce graphs (such as histograms) to show comparisons given orally (e.g., "Most children are wearing red, some children are wearing blue, and one child is wearing green.")
3-5	<ul style="list-style-type: none"> estimate prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs about \$1000?") 	<ul style="list-style-type: none"> compare prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs more, X or X?") 	<ul style="list-style-type: none"> narrow the range of prices (using newspaper ads) from oral questions (e.g., "Which one costs under \$1000?") 	<ul style="list-style-type: none"> make relative comparisons (using newspaper ads) from oral questions (e.g., "Which one is most expensive?") 	<ul style="list-style-type: none"> make conditional purchases (using newspaper ads) from oral questions (e.g., "If you had \$1000, which items would you buy?")
6-8	<ul style="list-style-type: none"> identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another) 	<ul style="list-style-type: none"> depict graphically examples of measures of central tendency based on oral directions 	<ul style="list-style-type: none"> select appropriate measures of central tendency based on visual and oral descriptions of real life situations 	<ul style="list-style-type: none"> make predictions about estimates based on measures of central tendency from oral scenarios 	<ul style="list-style-type: none"> make inferences about uses of measures of central tendency from oral scenarios
9-12	<ul style="list-style-type: none"> identify properties of quadrilaterals based on visual representations and oral descriptions 	<ul style="list-style-type: none"> visualize, draw, or construct geometric figures described orally 	<ul style="list-style-type: none"> compare two and three dimensional figures (including circles and spheres) based on oral descriptions 	<ul style="list-style-type: none"> locate intersections of geometric figures described orally (such as points, lines, or planes) 	<ul style="list-style-type: none"> follow oral directions to transform figures (such as rotations, reflections or enlargements)

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> give identifying information that involves numbers (such as age, address, or telephone number) 	<ul style="list-style-type: none"> give examples of things with numbers (such as room #s, bus #s, or calendars) 	<ul style="list-style-type: none"> give examples of how or when you use numbers outside of school 	<ul style="list-style-type: none"> tell how to play games that involves numbers (such as sports, board games, or hopscotch) 	<ul style="list-style-type: none"> tell a story that involves numbers
3-5	<ul style="list-style-type: none"> repeat new information about math processes involving computation with use of manipulatives or realia (e.g., "Here are 3 groups of 4.") 	<ul style="list-style-type: none"> rephrase new information about math processes involving computation with use of visual support 	<ul style="list-style-type: none"> relate new information about math processes involving computation to previous experiences 	<ul style="list-style-type: none"> explain or discuss uses of information about math processes involving computation 	<ul style="list-style-type: none"> integrate or synthesize information about math processes involving computation to create own problems
6-8	<ul style="list-style-type: none"> define real-life objects or figures in terms of measurement using words and gestures (such as height or weight) 	<ul style="list-style-type: none"> identify measurement tools (from pictures and objects) and state uses (e.g., "You use a scale to weigh things.") 	<ul style="list-style-type: none"> describe situations where measurement is needed (such as at the clinic or market place) 	<ul style="list-style-type: none"> explain how to use measurement in real life situations (such as construction, architecture, or cartography) 	<ul style="list-style-type: none"> explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)
9-12	<ul style="list-style-type: none"> identify steps in problem solving using realia or visual support 	<ul style="list-style-type: none"> sequence steps in problem solving using technology or visual support (such as calculators) 	<ul style="list-style-type: none"> sequence steps in problem solving relying on mental math or think-alouds 	<ul style="list-style-type: none"> describe two or more approaches to solving the same math problems 	<ul style="list-style-type: none"> describe and give examples of strategies for solving math problems

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> sort real-life objects by size or weight using pictures and descriptive words (such as big, little) 	<ul style="list-style-type: none"> sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter) 	<ul style="list-style-type: none"> match real life pictures/ words with standard, metric, or non-standard measurement tools <u>(such as use of paperclips, hands, rulers, or yardsticks)</u> 	<ul style="list-style-type: none"> estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., "About how many...") 	<ul style="list-style-type: none"> decide appropriate standard, metric, or non-standard measurement tools based on text about everyday situations
3-5	<ul style="list-style-type: none"> recreate drawings from models and written directions (e.g., "Make a car like this.") 	<ul style="list-style-type: none"> construct or recognize scale drawings from models and written directions 	<ul style="list-style-type: none"> construct scale drawings from everyday experiences based on written sets of directions 	<ul style="list-style-type: none"> build models based on pictures and written sets of directions (such as geoboards) 	<ul style="list-style-type: none"> build models based on pictures and written instructions (such as 3D puzzles)
6-8	<ul style="list-style-type: none"> compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use) 	<ul style="list-style-type: none"> follow listed instructions that involve hands-on math (such as games or recipes from cookbooks or the internet) 	<ul style="list-style-type: none"> follow instructions that involve hands-on math (such as from sewing kits, or alarm clocks) 	<ul style="list-style-type: none"> follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips) 	<ul style="list-style-type: none"> follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)
9-12	<ul style="list-style-type: none"> organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports) 	<ul style="list-style-type: none"> collect and organize graphically displayed data from newspapers or magazines (such as stock market trends) 	<ul style="list-style-type: none"> collect, organize, and display data in charts, tables, or graphs 	<ul style="list-style-type: none"> collect, organize, display, and interpret data 	<ul style="list-style-type: none"> collect, organize, display, and interpret data; apply findings to other data sets

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

**Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and
audiences**

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> make collages or pictures of numbers and quantities (from newspapers or magazines) 	<ul style="list-style-type: none"> dictate, draw, or make notes of examples of everyday math 	<ul style="list-style-type: none"> keep an illustrated log or journal of examples of everyday math 	<ul style="list-style-type: none"> describe uses of everyday math with illustrated examples 	<ul style="list-style-type: none"> explain how you use everyday math (such as when shopping or cooking)
3-5	<ul style="list-style-type: none"> show what's needed to problem-solve through drawings and labels 	<ul style="list-style-type: none"> show process of problem-solving through drawings and sequential language (e.g., "First.... Second...") 	<ul style="list-style-type: none"> give step-by-step process of how to problem solve and check work 	<ul style="list-style-type: none"> describe strategies to use in the process of problem- solving (such as mental math or calculators) 	<ul style="list-style-type: none"> analyze and evaluate strategies to use in the process of problem- solving
6-8	<ul style="list-style-type: none"> record and label outcomes of events involving chance (such as coin flips or rolling cubes) 	<ul style="list-style-type: none"> estimate probability with words or illustrations from a sample of observed outcomes 	<ul style="list-style-type: none"> estimate probability from a sample of observed outcomes and describe results 	<ul style="list-style-type: none"> describe combinations possible based on probability 	<ul style="list-style-type: none"> explain and justify which combinations are most likely based on probability
9-12	<ul style="list-style-type: none"> produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., "This shows rain in summer.") 	<ul style="list-style-type: none"> make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., "It rains more in June than July.") 	<ul style="list-style-type: none"> summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines) 	<ul style="list-style-type: none"> draw conclusions related to data from graphs, tables, or charts from everyday sources 	<ul style="list-style-type: none"> provide a rationale and explain use of data presented in graphs, tables, or charts

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SCIENCE.**

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> explore movement of real-life objects by following commands (e.g., “Roll the ball.”) 	<ul style="list-style-type: none"> follow movement of real-life objects by following multiple step directions (e.g. “The car goes backwards, then forwards.”) 	<ul style="list-style-type: none"> compare movement of objects based on oral statements by pointing to pictures or objects (e.g., “Which goes fastest, bikes, buses, or airplanes?”) 	<ul style="list-style-type: none"> predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., “Show what happens when you let go of balloons.”) 	<ul style="list-style-type: none"> interpret the effects of force on motion by pointing or demonstration based on oral descriptions
3-5	<ul style="list-style-type: none"> differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> select /draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> compare choices for meals or lifestyles by following oral directions (e.g., “Choose the healthier food for dinner: banana bread or carrots.”) 	<ul style="list-style-type: none"> categorize choices for meals or lifestyles and chart following oral directions 	<ul style="list-style-type: none"> evaluate choices for meals or lifestyles by following oral descriptions
6-8	<ul style="list-style-type: none"> match oral statements of scientific facts with illustrations (e.g., “White is made up of all colors.”) 	<ul style="list-style-type: none"> create scientific models based on illustrations and oral directions (e.g., “Show how light or sound travels”; “Show how the earth goes around the sun.”) 	<ul style="list-style-type: none"> classify examples of properties (of light, sound, stars or planets) based on oral directions 	<ul style="list-style-type: none"> apply oral descriptions of properties (of light, sound, stars or planets) to everyday life 	<ul style="list-style-type: none"> seek explanations of the properties (of light, sound, stars or planets) through oral scenarios
9-12	<ul style="list-style-type: none"> collect and prepare real-life materials needed for scientific experiments based on oral directions 	<ul style="list-style-type: none"> replicate scientific experiments using real-life materials based on oral directions 	<ul style="list-style-type: none"> build different hypotheses based on oral descriptions of science issues 	<ul style="list-style-type: none"> match different oral explanations of the results with evidence of the findings 	<ul style="list-style-type: none"> conduct scientific inquiry using multimedia resources

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SCIENCE.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> associate body parts with senses and physical actions 	<ul style="list-style-type: none"> give examples of how or when you use your senses or other body parts 	<ul style="list-style-type: none"> describe a series of activities that involve using your senses or other body parts 	<ul style="list-style-type: none"> explain why senses or other body parts are useful 	<ul style="list-style-type: none"> predict what you would do if one of your senses or other body parts was injured
3-5	<ul style="list-style-type: none"> make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks) 	<ul style="list-style-type: none"> describe natural phenomena from real-life examples (e.g., "This leaf has five points.") 	<ul style="list-style-type: none"> describe the step-by-step process of making and organizing collections of natural phenomena (e.g., "First, I went to the park.") 	<ul style="list-style-type: none"> compare features of natural phenomena (e.g., "This leaf has five points while this one has two.") 	<ul style="list-style-type: none"> report on the physical relationships among natural phenomena
6-8	<ul style="list-style-type: none"> chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours) 	<ul style="list-style-type: none"> describe differences over time based on information from charts or graphs 	<ul style="list-style-type: none"> compare differences based information from charts or graphs 	<ul style="list-style-type: none"> summarize and present information from charts or graphs related to change 	<ul style="list-style-type: none"> explain patterns of change over time based on evidence from charts or graphs
9-12	<ul style="list-style-type: none"> create and present collages or depictions of scientific issues 	<ul style="list-style-type: none"> brainstorm ideas based on illustrations of scientific issues that affect everyday life (e.g., "What are some examples of pollution?") 	<ul style="list-style-type: none"> describe ways in which scientific issues can be resolved (e.g., "How can we reduce pollution?") 	<ul style="list-style-type: none"> discuss pros and cons of scientific issues using graphic organizers 	<ul style="list-style-type: none"> engage in debates on scientific issues (such as genetic engineering, nuclear energy)

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> make posters from magazine pictures labeled with different forms of water or other natural resources 	<ul style="list-style-type: none"> search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot) 	<ul style="list-style-type: none"> distinguish activities that use water or other natural resources from those that don't based on written phrases (such as brush hair or take a bath) 	<ul style="list-style-type: none"> classify activities that you do <i>with</i> water or other natural resources from those you do <i>in</i> water (such as brush teeth or go swimming) 	<ul style="list-style-type: none"> sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)
3-5	<ul style="list-style-type: none"> collect, sort, and recycle materials or use other energy sources based on labels and realia 	<ul style="list-style-type: none"> find ways to conserve water and energy from pictures and written text (e.g., "Stop leaving lights on." " Stop leaving the shower on.") 	<ul style="list-style-type: none"> sequence descriptive sentences to illustrate the recycling process or other forms of conservation 	<ul style="list-style-type: none"> find solutions to environmental problems presented in texts 	<ul style="list-style-type: none"> design a class collection of agencies and organizations that deal with conservation from grade level reading material
6-8	<ul style="list-style-type: none"> chart time and places of natural disasters based on headlines (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) 	<ul style="list-style-type: none"> respond to wh-questions regarding natural disasters based on graphic organizers 	<ul style="list-style-type: none"> identify characteristics and conditions related to natural disasters 	<ul style="list-style-type: none"> compare natural disasters using multiple written sources, including the internet and graphic organizers 	<ul style="list-style-type: none"> interpret impact of natural disasters on people and places from grade level text
9-12	<ul style="list-style-type: none"> match pictures of scientific equipment with their uses (such as telescope-see stars) 	<ul style="list-style-type: none"> match pictures of scientific equipment with descriptions of kinds of scientists (e.g., "Biologists use this tool to see cells.") 	<ul style="list-style-type: none"> identify scientific equipment needed for scientific investigations (e.g., "You are examining the migratory patterns of birds. Which scientific tools will help you?") 	<ul style="list-style-type: none"> identify scientific equipment associated with descriptions of scientific investigations 	<ul style="list-style-type: none"> evaluate relative use of scientific equipment based on readings from scientific investigations (e.g., "Which works best to predict weather patterns and why?")

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SCIENCE.**

**Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and
audiences**

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool) 	<ul style="list-style-type: none"> match objects or pictures of different materials or textures with their sources <u>(such as rubber with trees.)</u> 	<ul style="list-style-type: none"> describe objects made of different materials or textures <u>(e.g., “Silk is shiny and smooth.”)</u> 	<ul style="list-style-type: none"> produce a sequence of the process for making different natural and synthetic materials 	<ul style="list-style-type: none"> evaluate the usefulness of different produced goods from natural and synthetic materials
3-5	<ul style="list-style-type: none"> draw pictures and label scientific phenomena based on observations (such as life cycles) 	<ul style="list-style-type: none"> draw pictures and note observations of scientific phenomena 	<ul style="list-style-type: none"> describe observations of phenomena (in learning logs) 	<ul style="list-style-type: none"> maintain scientific journals based on observations 	<ul style="list-style-type: none"> maintain scientific journals with explanations of observations
6-8	<ul style="list-style-type: none"> make posters or label diagrams related to scientific questions (such as force or motion) 	<ul style="list-style-type: none"> make posters or label diagrams following the scientific method 	<ul style="list-style-type: none"> create science exhibits with statements for each step of the scientific method 	<ul style="list-style-type: none"> create science exhibits with descriptions of each step of the scientific method 	<ul style="list-style-type: none"> create science exhibits with explanations of each step of the scientific method
9-12	<ul style="list-style-type: none"> use drawings, words, and phrases to answer wh-questions on lab reports based on experiments 	<ul style="list-style-type: none"> use phrases, sentences, and diagrams to answer questions on lab reports based on experiments 	<ul style="list-style-type: none"> complete lab reports following step-by-step procedures based on experiments 	<ul style="list-style-type: none"> produce lab reports from outlines or learning logs 	<ul style="list-style-type: none"> produce narrative lab reports

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings) 	<ul style="list-style-type: none"> identify buildings in neighborhoods from pictures (e.g., “Firefighters work here.”) 	<ul style="list-style-type: none"> locate places in neighborhoods from maps (e.g., “The house is next to the park.”) 	<ul style="list-style-type: none"> find locations using maps of neighborhoods (e.g., “The school is at the corner of First and Oak.”) 	<ul style="list-style-type: none"> construct maps or reproductions of neighborhoods based on field trips or oral directions
3-5	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”) 	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”) 	<ul style="list-style-type: none"> match pictures of prehistoric animals or tools and their environments with oral scenarios 	<ul style="list-style-type: none"> re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies 	<ul style="list-style-type: none"> interpret the work of paleontologists and anthropologists through oral readings, videos, or movies
6-8	<ul style="list-style-type: none"> locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands 	<ul style="list-style-type: none"> select appropriate maps to identify regions, countries, or land forms from oral statements 	<ul style="list-style-type: none"> select appropriate maps based on oral information about regions, countries, land forms, or highways 	<ul style="list-style-type: none"> compare and contrast different types of maps from oral descriptions 	<ul style="list-style-type: none"> evaluate the usefulness of different types of maps from oral descriptions
9-12	<ul style="list-style-type: none"> identify distribution of natural resources around the world from maps or graphs and oral statements 	<ul style="list-style-type: none"> indicate availability of natural resources from oral statements by constructing graphs or maps 	<ul style="list-style-type: none"> compare availability of natural resources of two or more countries from maps or graphs and oral statements 	<ul style="list-style-type: none"> analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions 	<ul style="list-style-type: none"> interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> participate in brainstorm of classroom or school rules based on models 	<ul style="list-style-type: none"> state classroom or school rules based on models 	<ul style="list-style-type: none"> provide suggestions for classroom or school rules 	<ul style="list-style-type: none"> discuss the importance of classroom or school rules 	<ul style="list-style-type: none"> explain consequences of breaking classroom or school rules
3-5	<ul style="list-style-type: none"> locate and show places on maps by pointing (e.g., "Here is DE.") 	<ul style="list-style-type: none"> describe locations of places on maps (e.g., "WI is between MN and MI.") 	<ul style="list-style-type: none"> share locations of places on maps with partners (such as two-way tasks where each student has map with half the locations) 	<ul style="list-style-type: none"> give directions from place to place on maps using sequential language (e.g., "First, next, finally") 	<ul style="list-style-type: none"> give explanations for places on maps (e.g., "I know it's the capital because there is a star.")
6-8	<ul style="list-style-type: none"> identify historical, government, or social figures or events through photographs and illustrations 	<ul style="list-style-type: none"> describe historical, government, or social figures or events through photographs and illustrations 	<ul style="list-style-type: none"> role play historical, government, or social figures or events 	<ul style="list-style-type: none"> re-enact historical events 	<ul style="list-style-type: none"> participate in plays or give monologues of historical events or people
9-12	<ul style="list-style-type: none"> state current events (in the news) supported visually 	<ul style="list-style-type: none"> restate or orally sketch current or past events supported visually 	<ul style="list-style-type: none"> discuss current or past events or situations and their personal impact 	<ul style="list-style-type: none"> analyze current or past events, situations, or issues 	<ul style="list-style-type: none"> critique current or past events, situations, issues, or policies

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

**Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding
and fluency**

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words) 	<ul style="list-style-type: none"> find weather related words and pictures associated with seasons (such as in illustrated trade books) 	<ul style="list-style-type: none"> categorize characteristics of different seasons (such as from open sorts of phrases and pictures) 	<ul style="list-style-type: none"> compare characteristics and activities associated with different seasons (e.g., "It's colder in winter.") 	<ul style="list-style-type: none"> draw pictures of seasons described in text or match seasons with written descriptions
3-5	<ul style="list-style-type: none"> trace immigration or migration routes on globes or maps 	<ul style="list-style-type: none"> compare immigration or migration routes based on globes or maps (e.g., "Asia is farther from the U.S. than Mexico.") 	<ul style="list-style-type: none"> organize information about students' home culture through investigation (using graphic support) 	<ul style="list-style-type: none"> compare information about students' home culture and the U.S. through investigation (on the internet or in newspapers, libraries) 	<ul style="list-style-type: none"> identify reasons and explanations for immigration or migration based on grade level multicultural stories
6-8	<ul style="list-style-type: none"> chart trends based on statements with graphic support (such as changes in crop production or populations shifts over a five- year period) 	<ul style="list-style-type: none"> compare data based on same year information from text and charts (e.g., "Which state has the most people today?") 	<ul style="list-style-type: none"> compare data from year-to-year based on information from text and charts (e.g., "Which crop is produced less today than 5 years ago?") 	<ul style="list-style-type: none"> predict data for upcoming years based on information from text and charts (e.g., "If this trend continues, which state will have the most people in 5 years?") 	<ul style="list-style-type: none"> interpret data from year-to-year based on information from text and charts (e.g., "Why do you think X crop has increased over the past 5 years?")
9-12	<ul style="list-style-type: none"> locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the internet 	<ul style="list-style-type: none"> locate visually supported information in newspaper articles, magazines, or on the internet 	<ul style="list-style-type: none"> process information in newspaper and magazine articles or on the internet 	<ul style="list-style-type: none"> compare information from various news sources 	<ul style="list-style-type: none"> evaluate authenticity or bias in information from various news sources

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

**Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and
audiences**

<i>Grade Level Cluster</i>	Level 1 <i>Entering</i>	Level 2 <i>Beginning</i>	Level 3 <i>Developing</i>	Level 4 <i>Expanding</i>	Level 5 <i>Bridging</i>
<u>K-2</u>	<ul style="list-style-type: none"> draw, select, or label pictures of animals (such as at the zoo or on the farm) 	<ul style="list-style-type: none"> match pictures of animals and their habitats or characteristics (e.g., "Birds live in nests.") 	<ul style="list-style-type: none"> describe animals and what they do (e.g., "Dogs bark. Birds fly.") 	<ul style="list-style-type: none"> describe favorite animals and defend your choice (such as at the zoo, on the farm, or in the community) 	<ul style="list-style-type: none"> maintain logs about caring for classroom animals or pets
3-5	<ul style="list-style-type: none"> reproduce historical highlights from timelines or visually supported headlines 	<ul style="list-style-type: none"> produce entries for historical journals from timelines or visually supported headlines 	<ul style="list-style-type: none"> maintain historical journals 	<ul style="list-style-type: none"> produce historical reports from journals (using technology) 	<ul style="list-style-type: none"> produce historical documentaries from multiple sources (using technology)
6-8	<ul style="list-style-type: none"> use graphic organizers to produce features of historical periods 	<ul style="list-style-type: none"> use graphic organizers to compare features of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce descriptions of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce contrastive summaries of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce historical essays
9-12	<ul style="list-style-type: none"> label results of visually supported surveys using yes/no questions (in small groups) 	<ul style="list-style-type: none"> plot and describe results of surveys using wh questions (in small groups) 	<ul style="list-style-type: none"> develop and administer surveys using wh questions and analyze results (in small groups) 	<ul style="list-style-type: none"> develop, analyze, plot results of surveys, and summarize responses to interview questions (in small groups) 	<ul style="list-style-type: none"> develop, analyze, plot results of surveys, summarize, and explain results (in small groups)

WIDA Consortium

January 2004

**K-12 English Language Proficiency Standards
for English Language Learners**

FRAMEWORK FOR CLASSROOM INSTRUCTION AND ASSESSMENT

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> position manipulatives or realia according to oral commands such as to show spatial relations (e.g., "Put the book on the table.") 	<ul style="list-style-type: none"> position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., "Put the cubes in a row across the paper.") 	<ul style="list-style-type: none"> <u>follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers</u> (e.g., "Fold the paper in half and place it on your table the long way.") 	<ul style="list-style-type: none"> follow verbal directions without visual or nonverbal support (e.g., "Put your name on the top line of the paper.") 	<ul style="list-style-type: none"> follow sequence from verbal directions without visual or nonverbal support (e.g., "Put your name on the left-hand side of the paper, then put the date on the right-hand side.")
3-5	<ul style="list-style-type: none"> identify materials needed to complete tasks from realia and oral statements 	<ul style="list-style-type: none"> match materials or resources needed to complete tasks with their uses based on realia and oral directions 	<ul style="list-style-type: none"> select materials or resources needed to complete tasks based on realia and oral descriptions 	<ul style="list-style-type: none"> sequence use of materials or resources needed to complete tasks based on oral directions 	<ul style="list-style-type: none"> evaluate use of materials or resources needed to complete tasks based on oral discourse
6-8	<ul style="list-style-type: none"> follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus) 	<ul style="list-style-type: none"> role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking) 	<ul style="list-style-type: none"> role play positive ways of interacting socially and culturally based on oral descriptions 	<ul style="list-style-type: none"> role play or identify situations of peer pressure based on oral descriptions 	<ul style="list-style-type: none"> role play consequences of succumbing to peer pressure based on oral scenarios
9-12	<ul style="list-style-type: none"> follow instructions or requests from peers (e.g., "Meet me at my locker after 9th period.") 	<ul style="list-style-type: none"> follow (telephone) conversations, process and respond to announcements (over 	<ul style="list-style-type: none"> process and respond to discourse from unfamiliar speakers (such as at assemblies 	<ul style="list-style-type: none"> process and respond to discourse from indirect sources (such as cassettes 	<ul style="list-style-type: none"> evaluate the appropriateness of messages or information from a

		the intercom) or by teachers	or on field trips)	or CDs)	variety of sources
--	--	---------------------------------	--------------------	---------	--------------------

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> give and ask for permission or make requests 	<ul style="list-style-type: none"> share feelings and emotions, likes or dislikes 	<ul style="list-style-type: none"> indicate interests, opinions, or preferences 	<ul style="list-style-type: none"> persuade peers to join in activities or games 	<ul style="list-style-type: none"> negotiate solutions to problems, interpersonal misunderstandings, or disputes
3-5	<ul style="list-style-type: none"> ask for assistance with a task or needed supplies 	<ul style="list-style-type: none"> ask or provide the meaning of words, phrases, or uses of relevant resources 	<ul style="list-style-type: none"> ask questions to seek information or provide opinions, preferences, or wishes 	<ul style="list-style-type: none"> ask for or provide clarification of information by restating ideas 	<ul style="list-style-type: none"> ask for or provide specific information that confirms or denies beliefs
6-8	<ul style="list-style-type: none"> respond to and offer greetings, compliments, introductions, or farewells 	<ul style="list-style-type: none"> ask questions or exchange information with peers 	<ul style="list-style-type: none"> initiate or engage in conversation with peers or within a small group 	<ul style="list-style-type: none"> initiate and respond to idiomatic expressions or slang in conversation 	<ul style="list-style-type: none"> express or respond to humor or sarcasm in conversation
9-12	<ul style="list-style-type: none"> state preferences for types of music, games, TV programs, or recreational activities 	<ul style="list-style-type: none"> describe preferred movies, magazines, stories, or authors 	<ul style="list-style-type: none"> recommend games, songs, books, films, poems, or computer programs and give reasons for selection 	<ul style="list-style-type: none"> discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles 	<ul style="list-style-type: none"> critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles

English Language Proficiency Standard 1:

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> respond to icons or pictures on board games or in activities 	<ul style="list-style-type: none"> respond to pictures with words or phrases on board games or in activities 	<ul style="list-style-type: none"> respond to words or phrases on board games or in activities 	<ul style="list-style-type: none"> follow written directions with peer or teacher assistance 	<ul style="list-style-type: none"> follow written directions independently
3-5	<ul style="list-style-type: none"> use cues for sounding out unfamiliar words with accompanying visuals identify words or phrases around school or the community 	<ul style="list-style-type: none"> use visually supported context to derive meaning and facilitate fluency use prior knowledge to make predictions 	<ul style="list-style-type: none"> use punctuation for expression and fluency confirm predictions based on prior knowledge 	<ul style="list-style-type: none"> use self-monitoring and self-correcting strategies to increase fluency compare/contrast personal experiences with text 	<ul style="list-style-type: none"> adjust pace and expression while reading orally evaluate validity of information based on personal experiences
6-8	<ul style="list-style-type: none"> search topics of interest on the internet or in libraries 	<ul style="list-style-type: none"> classify topics identified through hypermedia or multiple sources 	<ul style="list-style-type: none"> sort relevant from irrelevant information on topics gathered from the internet or libraries 	<ul style="list-style-type: none"> arrange information on topics gathered from the internet or libraries in logical order 	<ul style="list-style-type: none"> reread information on topics gathered from the internet or libraries to confirm or summarize sequence
9-12	<ul style="list-style-type: none"> preview visually supported text to glean basic facts 	<ul style="list-style-type: none"> connect information from visually supported text to self 	<ul style="list-style-type: none"> scan material to verify information or hypotheses 	<ul style="list-style-type: none"> skim material for relevant information 	<ul style="list-style-type: none"> revise thoughts and conclusions based on information from text

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> draw or dictate personal experiences 	<ul style="list-style-type: none"> draw or label personal experiences 	<ul style="list-style-type: none"> produce phrases or sentences about personal experiences 	<ul style="list-style-type: none"> maintain diaries or journals of personal experiences 	<ul style="list-style-type: none"> produce illustrated stories based on personal experiences
3-5	<ul style="list-style-type: none"> draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community 	<ul style="list-style-type: none"> describe pictures of unsafe practices around school, home, or community (such as pedestrian safety) 	<ul style="list-style-type: none"> describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground) 	<ul style="list-style-type: none"> describe strategies for maintaining personal safety and health 	<ul style="list-style-type: none"> create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community
6-8	<ul style="list-style-type: none"> respond to requests, invitations, 'to do' lists through pictures and words 	<ul style="list-style-type: none"> respond to and initiate e-mails, postcards, or notes to friends; jot down messages or notes 	<ul style="list-style-type: none"> respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank yous 	<ul style="list-style-type: none"> respond to and initiate raps, songs, or poetry 	<ul style="list-style-type: none"> respond to and initiate humor or language that contains multiple meanings
9-12	<ul style="list-style-type: none"> jot down key points about language learning (such as use of capital letters for days of week and months of year.) 	<ul style="list-style-type: none"> test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries) 	<ul style="list-style-type: none"> reflect on use of newly acquired language or language patterns (such as through self-assessment checklists) 	<ul style="list-style-type: none"> edit, revise, or rephrase written language based on feedback 	<ul style="list-style-type: none"> expand and elaborate written language as directed

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of LANGUAGE ARTS.**

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> follow along in role play activities described orally 	<ul style="list-style-type: none"> role play familiar, everyday activities described orally 	<ul style="list-style-type: none"> role play characters seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact scenes seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact, role play, or dramatize stories that are read or seen
3-5	<ul style="list-style-type: none"> respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations 	<ul style="list-style-type: none"> respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls) 	<ul style="list-style-type: none"> respond (or interact with) teachers or peers during shared reading to show comprehension (such as giving thumbs-up/ thumbs-down signals) 	<ul style="list-style-type: none"> respond (or interact) during guided reading to show use of reading strategies 	<ul style="list-style-type: none"> respond (or interact) about stories and chapter books during literature circles to show self-reflection
6-8	<ul style="list-style-type: none"> match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets) 	<ul style="list-style-type: none"> match oral directions with learning strategies represented visually (such as follow multiple-choice format) 	<ul style="list-style-type: none"> follow oral directions associated with acquisition of learning strategies (such as answer easy questions first on tests) 	<ul style="list-style-type: none"> practice learning strategies based on oral discourse 	<ul style="list-style-type: none"> use multiple learning strategies associated with oral discourse independently
9-12	<ul style="list-style-type: none"> process information from speakers who use visual or graphic support (such as meteorologists) 	<ul style="list-style-type: none"> match information from TV, films, video, or DVDs to titles of segments 	<ul style="list-style-type: none"> form general ideas based on information from familiar speakers or media 	<ul style="list-style-type: none"> identify summaries of information from radio, cassettes, or CDs, or multimedia 	<ul style="list-style-type: none"> integrate information from oral documentaries and other sources on unfamiliar topics

**English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of LANGUAGE ARTS.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes) 	<ul style="list-style-type: none"> interact in small group or paired activities 	<ul style="list-style-type: none"> converse about classroom and social activities 	<ul style="list-style-type: none"> describe and share personal experiences and school-related activities 	<ul style="list-style-type: none"> participate in and contribute to academic classroom discussions
3-5	<ul style="list-style-type: none"> describe self with words and gestures (such as features, clothing, or likes and dislikes) 	<ul style="list-style-type: none"> compare self with other familiar persons (such as friends, family members, or movie stars) 	<ul style="list-style-type: none"> compare self with characters in literary works 	<ul style="list-style-type: none"> compare self with motives or points of view of characters in literary works 	<ul style="list-style-type: none"> explain differences between self motives or points of view and those of characters in literary works
6-8	<ul style="list-style-type: none"> answer wh-questions regarding visually supported information on ads, cartoons, signs, or posters 	<ul style="list-style-type: none"> restate or paraphrase visually supported information from newspapers, magazines, or brochures 	<ul style="list-style-type: none"> present reviews from newspapers/ magazines (such as cartoons or advice columns) 	<ul style="list-style-type: none"> present reviews of trade books or short stories 	<ul style="list-style-type: none"> give oral book summaries or reviews including critiques and self-assessment
9-12	<ul style="list-style-type: none"> state facts about personal interests or those of friends or members of your family 	<ul style="list-style-type: none"> do task analyses of familiar processes [such as recipes (how to make X) and games (how to play X)] 	<ul style="list-style-type: none"> give narrative speeches on personal topics of interest 	<ul style="list-style-type: none"> give persuasive speeches on school-related topics 	<ul style="list-style-type: none"> engage in debates on school-related topics or issues

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> follow directionality of print sequence a series of pictures to tell stories 	<ul style="list-style-type: none"> match voice to print by pointing to words match a series of pictures that tell stories with sequence words (such as first, then, last) 	<ul style="list-style-type: none"> cross-check pictures and phonics clues select titles to match a series of pictures 	<ul style="list-style-type: none"> use phonics clues to sound out words sequence sentences to tell stories 	<ul style="list-style-type: none"> predict what word or phrase comes next sequence short paragraphs to tell stories
3-5	<ul style="list-style-type: none"> follow repetitive word patterns from leveled, illustrated books 	<ul style="list-style-type: none"> follow language patterns from predictable, illustrated trade books (such as repetitive phrases) 	<ul style="list-style-type: none"> identify language patterns and story structure from fiction (such as fairytales, legends, or tall tales) 	<ul style="list-style-type: none"> identify language patterns from different forms of prose or poetry 	<ul style="list-style-type: none"> identify and select language patterns associated with various genres from grade level language arts materials
6-8	<ul style="list-style-type: none"> identify words or phrases supported by illustrations associated with various genres 	<ul style="list-style-type: none"> match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse) 	<ul style="list-style-type: none"> predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece) 	<ul style="list-style-type: none"> match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads) 	<ul style="list-style-type: none"> infer types of genres associated with written descriptions or summaries
9-12	<ul style="list-style-type: none"> identify facts from pictures and sentences 	<ul style="list-style-type: none"> use graphic organizers to compare/contrast information between texts 	<ul style="list-style-type: none"> compare/contrast information between and among texts using graphic organizers 	<ul style="list-style-type: none"> critique information from various sources, including the internet 	<ul style="list-style-type: none"> evaluate validity of information from various sources, including the internet

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> produce icons, letters, or pictures (for wall charts or displays) 	<ul style="list-style-type: none"> produce symbols and words (for wall charts or displays) 	<ul style="list-style-type: none"> produce words patterns (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize words patterns and phrases (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize words patterns, phrases, or sentences (for wall charts or displays)
3-5	<ul style="list-style-type: none"> produce word lists for personal reasons from pictures (such as chores or shopping) 	<ul style="list-style-type: none"> use models to create phrases as personal reminders (such as homework assignments) 	<ul style="list-style-type: none"> edit own writing based on teacher feedback 	<ul style="list-style-type: none"> edit and revise own writing based on class or peer reviews 	<ul style="list-style-type: none"> edit and revise own writing (using word processing) to produce final drafts
6-8	<ul style="list-style-type: none"> use bilingual or picture dictionaries to generate language relevant to the task use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs) 	<ul style="list-style-type: none"> use computers, peers, or models to check spelling or grammar use graphic organizers to plan writing (such as T charts) 	<ul style="list-style-type: none"> engage in peer editing using checklists during process writing select and use graphic organizers to present ideas for writing (such as venn diagrams) 	<ul style="list-style-type: none"> use thesauruses, dictionaries, or checklists for self-editing during process writing use graphic organizers to reflect on writing (such as KWL charts) 	<ul style="list-style-type: none"> use rubrics to self-assess process writing evaluate self or peer writing by comparing information on graphic organizers to that in pieces
9-12	<ul style="list-style-type: none"> jot down key words or symbols from visuals pertaining to discussions 	<ul style="list-style-type: none"> list key phrases or sentences from discussions 	<ul style="list-style-type: none"> take notes and produce sentence outlines from discussions and lectures 	<ul style="list-style-type: none"> produce outlines and summary paragraphs from lecture notes 	<ul style="list-style-type: none"> produce essays based on notes from lectures

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

Domain: LISTENING- process and understand spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> use manipulatives or realia to illustrate oral math statements 	<ul style="list-style-type: none"> use manipulatives or draw pictures to illustrate math operations from oral directions 	<ul style="list-style-type: none"> use manipulatives, draw pictures, or make tallies to illustrate oral math stories 	<ul style="list-style-type: none"> use manipulatives or bar graphs to compare oral information (e.g., "There are more girls here today than boys.") 	<ul style="list-style-type: none"> complete or produce graphs (such as histograms) to show comparisons given orally (e.g., "Most children are wearing red, some children are wearing blue, and one child is wearing green.")
3-5	<ul style="list-style-type: none"> estimate prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs about \$1000?") 	<ul style="list-style-type: none"> compare prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs more, X or Y?") 	<ul style="list-style-type: none"> narrow the range of prices (using newspaper ads) from oral questions (e.g., "Which one costs under \$1000?") 	<ul style="list-style-type: none"> make relative comparisons (using newspaper ads) from oral questions (e.g., "Which one is most expensive?") 	<ul style="list-style-type: none"> make conditional purchases (using newspaper ads) from oral questions (e.g., "If you had \$1000, which items would you buy?")
6-8	<ul style="list-style-type: none"> identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another) 	<ul style="list-style-type: none"> depict graphically examples of measures of central tendency based on oral directions 	<ul style="list-style-type: none"> select appropriate measures of central tendency based on visual and oral descriptions of real life situations 	<ul style="list-style-type: none"> make predictions about estimates based on measures of central tendency from oral scenarios 	<ul style="list-style-type: none"> make inferences about uses of measures of central tendency from oral scenarios
9-12	<ul style="list-style-type: none"> identify properties of quadrilaterals based on visual representations and oral descriptions 	<ul style="list-style-type: none"> visualize, draw, or construct geometric figures described orally 	<ul style="list-style-type: none"> compare two and three dimensional figures (including circles and spheres) based on oral descriptions 	<ul style="list-style-type: none"> locate intersections of geometric figures described orally (such as points, lines, or planes) 	<ul style="list-style-type: none"> follow oral directions to transform figures (such as rotations, reflections or enlargements)

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> give identifying information that involves numbers (such as age, address, or telephone number) 	<ul style="list-style-type: none"> give examples of things with numbers (such as room #s, bus #s, or calendars) 	<ul style="list-style-type: none"> give examples of how or when you use numbers outside of school 	<ul style="list-style-type: none"> tell how to play games that involves numbers (such as sports, board games, or hopscotch) 	<ul style="list-style-type: none"> tell a story that involves numbers
3-5	<ul style="list-style-type: none"> repeat new information about math processes involving computation with use of manipulatives or realia (e.g., "Here are 3 groups of 4.") 	<ul style="list-style-type: none"> rephrase new information about math processes involving computation with use of visual support 	<ul style="list-style-type: none"> relate new information about math processes involving computation to previous experiences 	<ul style="list-style-type: none"> explain or discuss uses of information about math processes involving computation 	<ul style="list-style-type: none"> integrate or synthesize information about math processes involving computation to create own problems
6-8	<ul style="list-style-type: none"> define real-life objects or figures in terms of measurement using words and gestures (such as height or weight) 	<ul style="list-style-type: none"> identify measurement tools (from pictures and objects) and state uses (e.g., "You use a scale to weigh things.") 	<ul style="list-style-type: none"> describe situations where measurement is needed (such as at the clinic or market place) 	<ul style="list-style-type: none"> explain how to use measurement in real life situations (such as construction, architecture, or cartography) 	<ul style="list-style-type: none"> explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)
9-12	<ul style="list-style-type: none"> identify steps in problem solving using realia or visual support 	<ul style="list-style-type: none"> sequence steps in problem solving using technology or visual support (such as calculators) 	<ul style="list-style-type: none"> sequence steps in problem solving relying on mental math or think-alouds 	<ul style="list-style-type: none"> describe two or more approaches to solving the same math problems 	<ul style="list-style-type: none"> describe and give examples of strategies for solving math problems

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

**Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding
and fluency**

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> sort real-life objects by size or weight using pictures and descriptive words (such as big, little) 	<ul style="list-style-type: none"> sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter) 	<ul style="list-style-type: none"> match real life pictures/ words with standard, metric, or non-standard measurement tools <u>(such as use of paperclips, hands, rulers, or yardsticks)</u> 	<ul style="list-style-type: none"> estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., "About how many...") 	<ul style="list-style-type: none"> decide appropriate standard, metric, or non-standard measurement tools based on text about everyday situations
3-5	<ul style="list-style-type: none"> recreate drawings from models and written directions (e.g., "Make a car like this.") 	<ul style="list-style-type: none"> construct or recognize scale drawings from models and written directions 	<ul style="list-style-type: none"> construct scale drawings from everyday experiences based on written sets of directions 	<ul style="list-style-type: none"> build models based on pictures and written sets of directions (such as geoboards) 	<ul style="list-style-type: none"> build models based on pictures and written instructions (such as 3D puzzles)
6-8	<ul style="list-style-type: none"> compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use) 	<ul style="list-style-type: none"> follow listed instructions that involve hands-on math (such as games or recipes from cookbooks or the internet) 	<ul style="list-style-type: none"> follow instructions that involve hands-on math (such as from sewing kits, or alarm clocks) 	<ul style="list-style-type: none"> follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips) 	<ul style="list-style-type: none"> follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)
9-12	<ul style="list-style-type: none"> organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports) 	<ul style="list-style-type: none"> collect and organize graphically displayed data from newspapers or magazines (such as stock market trends) 	<ul style="list-style-type: none"> collect, organize, and display data in charts, tables, or graphs 	<ul style="list-style-type: none"> collect, organize, display, and interpret data 	<ul style="list-style-type: none"> collect, organize, display, and interpret data; apply findings to other data sets

**English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of MATHEMATICS.**

**Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and
audiences**

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> make collages or pictures of numbers and quantities (from newspapers or magazines) 	<ul style="list-style-type: none"> dictate, draw, or make notes of examples of everyday math 	<ul style="list-style-type: none"> keep an illustrated log or journal of examples of everyday math 	<ul style="list-style-type: none"> describe uses of everyday math with illustrated examples 	<ul style="list-style-type: none"> explain how you use everyday math (such as when shopping or cooking)
3-5	<ul style="list-style-type: none"> show what's needed to problem-solve through drawings and labels 	<ul style="list-style-type: none"> show process of problem-solving through drawings and sequential language (e.g., "First.... Second...") 	<ul style="list-style-type: none"> give step-by-step process of how to problem solve and check work 	<ul style="list-style-type: none"> describe strategies to use in the process of problem- solving (such as mental math or calculators) 	<ul style="list-style-type: none"> analyze and evaluate strategies to use in the process of problem- solving
6-8	<ul style="list-style-type: none"> record and label outcomes of events involving chance (such as coin flips or rolling cubes) 	<ul style="list-style-type: none"> estimate probability with words or illustrations from a sample of observed outcomes 	<ul style="list-style-type: none"> estimate probability from a sample of observed outcomes and describe results 	<ul style="list-style-type: none"> describe combinations possible based on probability 	<ul style="list-style-type: none"> explain and justify which combinations are most likely based on probability
9-12	<ul style="list-style-type: none"> produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., "This shows rain in summer.") 	<ul style="list-style-type: none"> make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., "It rains more in June than July.") 	<ul style="list-style-type: none"> summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines) 	<ul style="list-style-type: none"> draw conclusions related to data from graphs, tables, or charts from everyday sources 	<ul style="list-style-type: none"> provide a rationale and explain use of data presented in graphs, tables, or charts

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SCIENCE.**

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> explore movement of real-life objects by following commands (e.g., “Roll the ball.”) 	<ul style="list-style-type: none"> follow movement of real-life objects by following multiple step directions (e.g. “The car goes backwards, then forwards.”) 	<ul style="list-style-type: none"> compare movement of objects based on oral statements by pointing to pictures or objects (e.g., “Which goes fastest, bikes, buses, or airplanes?”) 	<ul style="list-style-type: none"> predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., “Show what happens when you let go of balloons.”) 	<ul style="list-style-type: none"> interpret the effects of force on motion by pointing or demonstration based on oral descriptions
3-5	<ul style="list-style-type: none"> differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> select /draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> compare choices for meals or lifestyles by following oral directions (e.g., “Choose the healthier food for dinner: banana bread or carrots.”) 	<ul style="list-style-type: none"> categorize choices for meals or lifestyles and chart following oral directions 	<ul style="list-style-type: none"> evaluate choices for meals or lifestyles by following oral descriptions
6-8	<ul style="list-style-type: none"> match oral statements of scientific facts with illustrations (e.g., “White is made up of all colors.”) 	<ul style="list-style-type: none"> create scientific models based on illustrations and oral directions (e.g., “Show how light or sound travels”; “Show how the earth goes around the sun.”) 	<ul style="list-style-type: none"> classify examples of properties (of light, sound, stars or planets) based on oral directions 	<ul style="list-style-type: none"> apply oral descriptions of properties (of light, sound, stars or planets) to everyday life 	<ul style="list-style-type: none"> seek explanations of the properties (of light, sound, stars or planets) through oral scenarios
9-12	<ul style="list-style-type: none"> collect and prepare real-life materials needed for scientific experiments based on oral directions 	<ul style="list-style-type: none"> replicate scientific experiments using real-life materials based on oral directions 	<ul style="list-style-type: none"> build different hypotheses based on oral descriptions of science issues 	<ul style="list-style-type: none"> match different oral explanations of the results with evidence of the findings 	<ul style="list-style-type: none"> conduct scientific inquiry using multimedia resources

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SCIENCE.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> associate body parts with senses and physical actions 	<ul style="list-style-type: none"> give examples of how or when you use your senses or other body parts 	<ul style="list-style-type: none"> describe a series of activities that involve using your senses or other body parts 	<ul style="list-style-type: none"> explain why senses or other body parts are useful 	<ul style="list-style-type: none"> predict what you would do if one of your senses or other body parts was injured
3-5	<ul style="list-style-type: none"> make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks) 	<ul style="list-style-type: none"> describe natural phenomena from real-life examples (e.g., "This leaf has five points.") 	<ul style="list-style-type: none"> describe the step-by-step process of making and organizing collections of natural phenomena (e.g., "First, I went to the park.") 	<ul style="list-style-type: none"> compare features of natural phenomena (e.g., "This leaf has five points while this one has two.") 	<ul style="list-style-type: none"> report on the physical relationships among natural phenomena
6-8	<ul style="list-style-type: none"> chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours) 	<ul style="list-style-type: none"> describe differences over time based on information from charts or graphs 	<ul style="list-style-type: none"> compare differences based information from charts or graphs 	<ul style="list-style-type: none"> summarize and present information from charts or graphs related to change 	<ul style="list-style-type: none"> explain patterns of change over time based on evidence from charts or graphs
9-12	<ul style="list-style-type: none"> create and present collages or depictions of scientific issues 	<ul style="list-style-type: none"> brainstorm ideas based on illustrations of scientific issues that affect everyday life (e.g., "What are some examples of pollution?") 	<ul style="list-style-type: none"> describe ways in which scientific issues can be resolved (e.g., "How can we reduce pollution?") 	<ul style="list-style-type: none"> discuss pros and cons of scientific issues using graphic organizers 	<ul style="list-style-type: none"> engage in debates on scientific issues (such as genetic engineering, nuclear energy)

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> make posters from magazine pictures labeled with different forms of water or other natural resources 	<ul style="list-style-type: none"> search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot) 	<ul style="list-style-type: none"> distinguish activities that use water or other natural resources from those that don't based on written phrases (such as brush hair or take a bath) 	<ul style="list-style-type: none"> classify activities that you do <i>with</i> water or other natural resources from those you do <i>in</i> water (such as brush teeth or go swimming) 	<ul style="list-style-type: none"> sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)
3-5	<ul style="list-style-type: none"> collect, sort, and recycle materials or use other energy sources based on labels and realia 	<ul style="list-style-type: none"> find ways to conserve water and energy from pictures and written text (e.g., "Stop leaving lights on." " Stop leaving the shower on.") 	<ul style="list-style-type: none"> sequence descriptive sentences to illustrate the recycling process or other forms of conservation 	<ul style="list-style-type: none"> find solutions to environmental problems presented in texts 	<ul style="list-style-type: none"> design a class collection of agencies and organizations that deal with conservation from grade level reading material
6-8	<ul style="list-style-type: none"> chart time and places of natural disasters based on headlines (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) 	<ul style="list-style-type: none"> respond to wh-questions regarding natural disasters based on graphic organizers 	<ul style="list-style-type: none"> identify characteristics and conditions related to natural disasters 	<ul style="list-style-type: none"> compare natural disasters using multiple written sources, including the internet and graphic organizers 	<ul style="list-style-type: none"> interpret impact of natural disasters on people and places from grade level text
9-12	<ul style="list-style-type: none"> match pictures of scientific equipment with their uses (such as telescope-see stars) 	<ul style="list-style-type: none"> match pictures of scientific equipment with descriptions of kinds of scientists (e.g., "Biologists use this tool to see cells.") 	<ul style="list-style-type: none"> identify scientific equipment needed for scientific investigations (e.g., "You are examining the migratory patterns of birds. Which scientific tools will help you?") 	<ul style="list-style-type: none"> identify scientific equipment associated with descriptions of scientific investigations 	<ul style="list-style-type: none"> evaluate relative use of scientific equipment based on readings from scientific investigations (e.g., "Which works best to predict weather patterns and why?")

**English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SCIENCE.**

**Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and
audiences**

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool) 	<ul style="list-style-type: none"> match objects or pictures of different materials or textures with their sources <u>(such as rubber with trees.)</u> 	<ul style="list-style-type: none"> describe objects made of different materials or textures <u>(e.g., “Silk is shiny and smooth.”)</u> 	<ul style="list-style-type: none"> produce a sequence of the process for making different natural and synthetic materials 	<ul style="list-style-type: none"> evaluate the usefulness of different produced goods from natural and synthetic materials
3-5	<ul style="list-style-type: none"> draw pictures and label scientific phenomena based on observations (such as life cycles) 	<ul style="list-style-type: none"> draw pictures and note observations of scientific phenomena 	<ul style="list-style-type: none"> describe observations of phenomena (in learning logs) 	<ul style="list-style-type: none"> maintain scientific journals based on observations 	<ul style="list-style-type: none"> maintain scientific journals with explanations of observations
6-8	<ul style="list-style-type: none"> make posters or label diagrams related to scientific questions (such as force or motion) 	<ul style="list-style-type: none"> make posters or label diagrams following the scientific method 	<ul style="list-style-type: none"> create science exhibits with statements for each step of the scientific method 	<ul style="list-style-type: none"> create science exhibits with descriptions of each step of the scientific method 	<ul style="list-style-type: none"> create science exhibits with explanations of each step of the scientific method
9-12	<ul style="list-style-type: none"> use drawings, words, and phrases to answer wh-questions on lab reports based on experiments 	<ul style="list-style-type: none"> use phrases, sentences, and diagrams to answer questions on lab reports based on experiments 	<ul style="list-style-type: none"> complete lab reports following step-by-step procedures based on experiments 	<ul style="list-style-type: none"> produce lab reports from outlines or learning logs 	<ul style="list-style-type: none"> produce narrative lab reports

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Domain: LISTENING- process and understand spoken language in a variety of situations

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings) 	<ul style="list-style-type: none"> identify buildings in neighborhoods from pictures (e.g., “Firefighters work here.”) 	<ul style="list-style-type: none"> locate places in neighborhoods from maps (e.g., “The house is next to the park.”) 	<ul style="list-style-type: none"> find locations using maps of neighborhoods (e.g., “The school is at the corner of First and Oak.”) 	<ul style="list-style-type: none"> construct maps or reproductions of neighborhoods based on field trips or oral directions
3-5	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”) 	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”) 	<ul style="list-style-type: none"> match pictures of prehistoric animals or tools and their environments with oral scenarios 	<ul style="list-style-type: none"> re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies 	<ul style="list-style-type: none"> interpret the work of paleontologists and anthropologists through oral readings, videos, or movies
6-8	<ul style="list-style-type: none"> locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands 	<ul style="list-style-type: none"> select appropriate maps to identify regions, countries, or land forms from oral statements 	<ul style="list-style-type: none"> select appropriate maps based on oral information about regions, countries, land forms, or highways 	<ul style="list-style-type: none"> compare and contrast different types of maps from oral descriptions 	<ul style="list-style-type: none"> evaluate the usefulness of different types of maps from oral descriptions
9-12	<ul style="list-style-type: none"> identify distribution of natural resources around the world from maps or graphs and oral statements 	<ul style="list-style-type: none"> indicate availability of natural resources from oral statements by constructing graphs or maps 	<ul style="list-style-type: none"> compare availability of natural resources of two or more countries from maps or graphs and oral statements 	<ul style="list-style-type: none"> analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions 	<ul style="list-style-type: none"> interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

Domain: SPEAKING- engage in oral communication in a variety of situations for a variety of purposes and audiences

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> participate in brainstorm of classroom or school rules based on models 	<ul style="list-style-type: none"> state classroom or school rules based on models 	<ul style="list-style-type: none"> provide suggestions for classroom or school rules 	<ul style="list-style-type: none"> discuss the importance of classroom or school rules 	<ul style="list-style-type: none"> explain consequences of breaking classroom or school rules
3-5	<ul style="list-style-type: none"> locate and show places on maps by pointing (e.g., "Here is DE.") 	<ul style="list-style-type: none"> describe locations of places on maps (e.g., "WI is between MN and MI.") 	<ul style="list-style-type: none"> share locations of places on maps with partners (such as two-way tasks where each student has map with half the locations) 	<ul style="list-style-type: none"> give directions from place to place on maps using sequential language (e.g., "First, next, finally") 	<ul style="list-style-type: none"> give explanations for places on maps (e.g., "I know it's the capital because there is a star.")
6-8	<ul style="list-style-type: none"> identify historical, government, or social figures or events through photographs and illustrations 	<ul style="list-style-type: none"> describe historical, government, or social figures or events through photographs and illustrations 	<ul style="list-style-type: none"> role play historical, government, or social figures or events 	<ul style="list-style-type: none"> re-enact historical events 	<ul style="list-style-type: none"> participate in plays or give monologues of historical events or people
9-12	<ul style="list-style-type: none"> state current events (in the news) supported visually 	<ul style="list-style-type: none"> restate or orally sketch current or past events supported visually 	<ul style="list-style-type: none"> discuss current or past events or situations and their personal impact 	<ul style="list-style-type: none"> analyze current or past events, situations, or issues 	<ul style="list-style-type: none"> critique current or past events, situations, issues, or policies

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

**Domain: READING- process, interpret, and evaluate written language, symbols, and text with understanding
and fluency**

<i>Grade Level Cluster</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<u>K-2</u>	<ul style="list-style-type: none"> distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words) 	<ul style="list-style-type: none"> find weather related words and pictures associated with seasons (such as in illustrated trade books) 	<ul style="list-style-type: none"> categorize characteristics of different seasons (such as from open sorts of phrases and pictures) 	<ul style="list-style-type: none"> compare characteristics and activities associated with different seasons (e.g., "It's colder in winter.") 	<ul style="list-style-type: none"> draw pictures of seasons described in text or match seasons with written descriptions
3-5	<ul style="list-style-type: none"> trace immigration or migration routes on globes or maps 	<ul style="list-style-type: none"> compare immigration or migration routes based on globes or maps (e.g., "Asia is farther from the U.S. than Mexico.") 	<ul style="list-style-type: none"> organize information about students' home culture through investigation (using graphic support) 	<ul style="list-style-type: none"> compare information about students' home culture and the U.S. through investigation (on the internet or in newspapers, libraries) 	<ul style="list-style-type: none"> identify reasons and explanations for immigration or migration based on grade level multicultural stories
6-8	<ul style="list-style-type: none"> chart trends based on statements with graphic support (such as changes in crop production or populations shifts over a five- year period) 	<ul style="list-style-type: none"> compare data based on same year information from text and charts (e.g., "Which state has the most people today?") 	<ul style="list-style-type: none"> compare data from year-to-year based on information from text and charts (e.g., "Which crop is produced less today than 5 years ago?") 	<ul style="list-style-type: none"> predict data for upcoming years based on information from text and charts (e.g., "If this trend continues, which state will have the most people in 5 years?") 	<ul style="list-style-type: none"> interpret data from year-to-year based on information from text and charts (e.g., "Why do you think X crop has increased over the past 5 years?")
9-12	<ul style="list-style-type: none"> locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the internet 	<ul style="list-style-type: none"> locate visually supported information in newspaper articles, magazines, or on the internet 	<ul style="list-style-type: none"> process information in newspaper and magazine articles or on the internet 	<ul style="list-style-type: none"> compare information from various news sources 	<ul style="list-style-type: none"> evaluate authenticity or bias in information from various news sources

**English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic
success in the content area of SOCIAL STUDIES.**

**Domain: WRITING- engage in written communication in a variety of forms for a variety of purposes and
audiences**

<i>Grade Level Cluster</i>	Level 1 <i>Entering</i>	Level 2 <i>Beginning</i>	Level 3 <i>Developing</i>	Level 4 <i>Expanding</i>	Level 5 <i>Bridging</i>
<u>K-2</u>	<ul style="list-style-type: none"> draw, select, or label pictures of animals (such as at the zoo or on the farm) 	<ul style="list-style-type: none"> match pictures of animals and their habitats or characteristics (e.g., "Birds live in nests.") 	<ul style="list-style-type: none"> describe animals and what they do (e.g., "Dogs bark. Birds fly.") 	<ul style="list-style-type: none"> describe favorite animals and defend your choice (such as at the zoo, on the farm, or in the community) 	<ul style="list-style-type: none"> maintain logs about caring for classroom animals or pets
3-5	<ul style="list-style-type: none"> reproduce historical highlights from timelines or visually supported headlines 	<ul style="list-style-type: none"> produce entries for historical journals from timelines or visually supported headlines 	<ul style="list-style-type: none"> maintain historical journals 	<ul style="list-style-type: none"> produce historical reports from journals (using technology) 	<ul style="list-style-type: none"> produce historical documentaries from multiple sources (using technology)
6-8	<ul style="list-style-type: none"> use graphic organizers to produce features of historical periods 	<ul style="list-style-type: none"> use graphic organizers to compare features of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce descriptions of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce contrastive summaries of historical periods 	<ul style="list-style-type: none"> use graphic organizers to produce historical essays
9-12	<ul style="list-style-type: none"> label results of visually supported surveys using yes/no questions (in small groups) 	<ul style="list-style-type: none"> plot and describe results of surveys using wh questions (in small groups) 	<ul style="list-style-type: none"> develop and administer surveys using wh questions and analyze results (in small groups) 	<ul style="list-style-type: none"> develop, analyze, plot results of surveys, and summarize responses to interview questions (in small groups) 	<ul style="list-style-type: none"> develop, analyze, plot results of surveys, summarize, and explain results (in small groups)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lynne Haeffele Curry, Director

Agenda Topic: Action Item: Additional Supplemental Educational Services Providers

Materials: Attachment #1 – Board Approved Criteria for Approving Supplemental Education Service Providers
Attachment #2 – List of Recommended Supplemental Educational Service Providers

Staff Contact(s): Lynne Curry, Don Full, Cheryl Bradley

Purpose of Agenda Item

The purpose of this agenda item is to inform the Board of the results of the review of applications received from potential supplemental educational service providers and to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act* (NCLBA).

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act*.

Background Information

The purpose of supplemental educational services is to increase the academic achievement of eligible children in reading and mathematics through tutoring and other high-quality academic enrichment services that are provided in addition to instruction during the school day.

To implement Section 1116(e) of the *No Child Left Behind Act*, Board approval is needed to update the *Approved List of Supplemental Educational Service Providers*. Beginning in June 2003, applications are accepted at anytime to promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. Providers that have previously applied and were not approved for the state's list of supplemental educational service providers may not reapply within a twelve month period following their initial application. The Application for Supplemental Educational Service Providers is posted at <http://www.isbe.net/nclb/htmls/sesp.htm>.

Since moving to an open application process, ISBE continues to receive applications from potential Supplemental Educational Service Providers. Potential applicants were notified of this change in the application process in letters mailed June 13, 2003. These included public school superintendents, nonpublic school governance organizations, regional superintendents, and interested entities making inquiries.

Based on the committee's review of the applications received, two are recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide evidence that they meet the criteria established by the State Board of Education are not recommended for approval; however, beginning December 2003 they may within 30 days of the date on the letter submit additional information for review.

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

Policy Implications

Board approval will update the *Approved List of Supplemental Educational Service Providers*.

Budget Implications

Payments for supplemental educational services are made by local school districts to an approved provider selected by parent(s).

The amount that a district shall make available for supplemental educational services for each child receiving services shall be the lesser of: the amount of the district's allocation under Subpart 2 of Title I, divided by the number of children from families below the poverty level or the actual costs of the supplemental educational services received by the child.

The per-child allocation of Title I funds for supplemental educational services varies widely across the nation, ranging from roughly \$600 to \$1,500 and Illinois is no exception.

Communication

The updated list of *Approved Supplemental Educational Service Providers* will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>) for use by districts and parents of eligible children.

Pros and Cons of Various Actions

Parental choice of supplemental educational service providers is dependent upon the Board's approval to update the state's *Approved List of Supplemental Educational Service Providers*. The NCLBA requires state agencies to promote maximum participation by providers to ensure that parents have as many choices as possible.

Superintendent's Recommendation

Approve the providers in Attachment #2 for inclusion on the state's *Approved List of Supplemental Educational Service Provider*.

Next Steps

ISBE will update the *Approved List of Supplemental Educational Service Providers* and post it on the agency web site.

Attachment #1

Illinois State Board of Education Criteria for Approving Supplemental Educational Service Providers Under the *No Child Left Behind Act*

Adopted by the State Board of Education on September 19, 2002

A. Evidence of Effectiveness

Eligible providers will provide evidence of improved student achievement for clients previously served in reading and/or mathematics on Illinois state assessments or nationally norm-referenced tests, particularly for low-performing students they have served.

B. Evidence of Program Quality

Eligible providers will clearly and specifically explain how the key instructional practices and major design elements of their program(s) are (1) based on research, and (2) specifically designed to increase student academic achievement.

C. Instructional Program

Eligible providers will clearly describe how their programs are aligned to *Illinois Learning Standards* in reading and/or math. *The Illinois Learning Standards are available at <http://www.isbe.net/ils/Default.htm>.*

Eligible providers will clearly describe how they will link between the academic programs a student experiences in the regular school day and the instruction and content of their supplemental educational program.

Eligible providers will assure that all instruction and content are secular, neutral, and non-ideological.

Eligible providers will provide supplemental educational services beyond the regular school day.

Eligible providers will, in the case of students with disabilities, provide supplemental educational services that support the implementation of the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and provide services consistent with Section 504 of the Rehabilitation Act of 1973.

D. Monitoring Student Progress

Eligible providers will, in consultation with the local education agency and parents, provide a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, these must be consistent with the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

E. Communication of Student Progress

Eligible providers will clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

Eligible providers will describe consistent methods, tools, and specific processes including timelines for providing parents and families of students with information on the progress of their child in increasing achievement. This information must be in a format and language that parents can understand.

F. Qualifications of Instructional Staff

Eligible providers will offer evidence of the employment of competent staff for delivering supplemental educational services in reading and/or mathematics and a commitment to ongoing professional development of staff and continuous improvement of their products and services.

Eligible providers will ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under the *No Child Left Behind* Act of 2001; that is, they have a high school diploma or equivalent and have completed at least two years of study (60 semester hours or 90 quarter hours) at an institution of higher education, or have obtained an associate's degree or higher.

Eligible providers will submit evidence to the contractor (LEA) that individuals providing service to children have successfully completed a recent criminal background check, are in good health, and are free of communicable disease.

G. Financial Soundness and Organizational Capacity

Eligible providers will offer evidence of their financial soundness and their capacity to successfully supply uninterrupted quality services for the term of the contract with the LEA.

Eligible providers will include information about the costs for their services in the application for supplemental educational service providers. At minimum this will include an hourly cost rate per student and total program cost per student. The State Board of Education will consider this cost information in selecting service providers for its state list of approved providers.

H. Compliance with Federal, State and Local Health, Safety and Civil Rights Law

Eligible providers will comply with federal, state and local health, safety, employment and civil rights laws.

Attachment #2

**Recommended Supplemental Educational Service Providers
November 19, 2003**

Entity	Subject(s)	Grades	Internet Based	Cost per hour per Student	Total Program hours per Student	Total cost per Student
Madison County Regional Office of Education	Reading and Math	1-12		\$20	40 to 80	\$1,600
One-to-One Learning Center	Reading and Math	1-12		\$75 indiv \$30 grp of 3 \$25 grp of 5	20 indiv 50 grp of 3 60 grp of 5	\$1,500 \$1,500 \$1,500

**Program Descriptions of Recommended Providers
(as prepared by the individual providers)
January 21, 2004**

Entity	Program Description
Madison County Regional Office of Education	The Madison County Supplemental Educational Service Program (SES) provides reading and math instruction services. Instructional services include individual, small group, and computer assisted instruction. This program provides curriculum and materials in basic skills areas that are aligned to the Illinois Learning Standards. Students will be provided an initial assessment to develop an Individualized Tutorial Plan with the participation of parents, school personnel, and SES staff. Highly qualified staffs, certified by the State Teacher's Certification Board, provide tutorial services.
One-to-One Learning Center	The One-to-One Learning Center is a not-for-profit educational organization committed to changing lives through the development of life-long learning skills. The Center focuses on individual tutoring for students of all ages and across all subject areas. Most of our assistance is given in the areas of reading, mathematics and study/test preparation skills.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lynne Haeffele Curry, Director

Agenda Topic: Discussion Item: Public School Recognition Status

Materials: Attachment A:
Recognition Status Report 2003-2004 School Year

Staff Contact(s): Don Full

Purpose of Agenda Item

To provide the Board with public school statutory and regulatory compliance information as required for the Annual Report.

Expected Outcome(s) of Agenda Item

The Board will be informed about the current status of district and school compliance with statutory and regulatory requirements and the resulting recognition status of those found noncompliant. Preparation of the annual Recognition Status Report and its subsequent inclusion in the State Board of Education's Annual Report satisfies the statutory requirements specified in 105 ILCS 5/1A-4(E).

Background Information

105 ILCS 5/1A-4(E) specifies the following:

Such annual report also shall contain the following information for the preceding year ending on June 30: each act or omission of a school district of which the State Board of Education has knowledge as a consequence of scheduled, approved visits and which constituted a failure by the district to comply with applicable State or federal laws or regulations relating to public education, the name of such district, the date or dates on which the State Board of Education notified the school district of such act or omission, and what action, if any, the school district took with respect thereto after being notified thereof by the State Board of Education.

This information is collected in part during the annual application for the state's school and district recognition process and in part from the Regional Superintendents of Schools as they complete their on site school evaluations. Information regarding statutory and regulatory compliance is also gathered as other units in the ISBE conduct various kinds of education).

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

Policy Implications

Public school recognition is dependent on school and district compliance with state and, in some instances, federal statutes and regulations. Present practice assigns annual recognition status to schools only. Full recognition status for the district is assumed when all of its schools are fully recognized. Districts with schools that are less than fully recognized must rectify their compliance violations within a specific time period, or face more severe status designations. Non-recognition is the most severe designation, and results in the district being barred from drawing payments from the common school fund.

Budget Implications

The State Board of Education's ability to continue its present compliance/recognition system is dependent upon state funding for agency staff as well as adequate funding for Regional Offices of Education that conduct on site compliance visits.

Communication

Schools are sent recognition certificates annually. These certificates indicate that the school is either "Fully Recognized", "Recognized Pending Further Review", "On Probation" or "Nonrecognized." Schools that are assigned less than "Fully Recognized" status are informed by registered mail what compliance deficiencies precipitated a less than "Fully Recognized status. Information relative to public school compliance and the associated recognition system is communicated to the Governor and General Assembly in the State Board of Education's Annual Report.

Next Steps

The Recognition Status Report will be included in the State Board's 2003 Annual Report.

School and district compliance with statutory and regulatory requirements is ongoing. Accountability Division staff will continue to work with Regional Superintendents of Schools to enforce these requirements. When districts and schools are found to be out of compliance, their recognition status may be reviewed and changed. However, the Regional Superintendents and the State Board of Education's Accountability Division strive to assist schools and districts in removing deficiencies prior to affecting their recognition status.

**Illinois State Board of Education
Recognition Status Report
2003-2004 School Year**

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Adams	Liberty CUSD 2	From On Probation to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Brown	Brown County SD 1	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Bureau	Dalzell Grade SD 98	On Probation District has not removed deficiencies in board policies.	12-29-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Bureau	DePue USD 103	Pending Further Review District policy manual is out of compliance and is being updated. High school math teacher is not certified for his teaching assignment.	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cass	Beardstown SD 15 -Beardstown HS -Gard Elem School	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cass	Virginia SD 64 -Virginia JHS -Virginia Senior HS	On Probation 2 nd year the district media center specialist lacked proper certification for her assignment at the high school level.	12-29-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Champaign	Heritage CUSD 8	Pending Further Review District has an interim superintendent.	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Rantoul City SD 137 Eater JHS	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Dec. 2003 - Staff certification deficiencies cited on FY04 Annual Application for Recognition have been resolved.
Champaign	Ludlow CCSD 142	Pending Further Review Financial reporting requirements are improving but still deficient.	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Champaign	St. Joseph CCSD 169	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – District hired a permanent superintendent
Champaign	Rantoul Twp HSD 193	Pending Further Review A Special Education teacher is currently enrolled in coursework necessary to qualify him for his teaching assignment	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Ogden CCSD 212	Pending Further Review District has an interim superintendent.	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Christian	Edinburg CUSD 4	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 - District hired a permanent superintendent.
Cook	Berwyn South SD 100	Pending Further Review District has an interim superintendent.	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cook	Calumet SD 132	On Probation District is not offering required programs.	12-29-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Cook	Park Forest SD 163	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – District hired a permanent superintendent.
DuPage	Bensenville SD 2	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – District hired a permanent superintendent.
DuPage	Lake Park HSD 108	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Henderson	Union CUSD 115 -Union High School	From On Probation to Full Recognition	1-7-2004 via certified mail	January 2004 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Kankakee	Herscher CUSD 2 -Herscher High School	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Dec. 2003 - Matters regarding certification of staff have been resolved.
Lake	Waukegan USD 60	From On Probation to Full Recognition	12-29-2003 via certified mail	October 2003 - Certification issues have been resolved. All staff members are properly certified for their assignments.
Lake	Round Lake Area SD 116	On Probation Ongoing compliance and certification issues	12-29-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Lake	Zion Benton HSD 126	From On Probation to Full Recognition	12-29-2003 via certified mail	July 2003 – District hired a permanent superintendent.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Lake	North Chicago USD 187	From On Probation to Full Recognition	12-29-2003 via certified mail	October 2003 - Certification issues have been resolved. All staff are properly certified for their assignments.
LaSalle	Allen-Otter Creek CCSD 65	On Probation 2 nd year with an Interim Superintendent	12-29-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Madison	Venice CUSD 3	Non-recognition due to ongoing compliance issues including: Noncompliance with state and federal special education requirements Noncompliance with statutory fiscal/budgetary requirements	12-16-2003 via certified mail	This district was given 30 days from receipt of the letter changing its recognition status to "Nonrecognized" to request a conference to resolve compliance concerns. If not resolved, the district will be given a hearing in accordance with State Board rules for Contested Cases and Other Formal Hearings (23 Illinois Administrative Code 475).
Mason	Midwest Central CUSD 191	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 - District hired a permanent superintendent.
Morgan	Franklin SD 1 -Franklin Jr-Sr HS	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Morgan	Meredosia-Chambersburg CUSD 11 -Meredosia-Chambersburg JHS -Meredosia-Chambersburg HS	On Probation This is the second year several staff members have not been properly certified for their teaching assignments	12-29-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Morgan	Triopia CUSD 27 -Triopia Jr-Sr HS	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Ogle	Oregon CUSD 220	Pending Further Review District has an interim superintendent	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Putnam	Putnam County CUSD 535	Pending Further Review District has an interim superintendent	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
St. Clair	East St. Louis SD 189	On Probation Required special education programs are not being provided.	12-30-2003 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Sangamon	Pawnee CUSD 11	Pending Further Review District has an interim superintendent	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Sangamon	Divernon CUSD 13	Pending Further Review Compliance issues unresolved since ROE compliance visit in FY03	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Scott	Scott-Morgan CUSD 2	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Stark	Stark County CUSD 100	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – Certification deficiencies have been resolved. All staff are certified for their teaching assignments.
Vermilion	Armstrong Ellis CUSD 61	Pending Further Review District has an interim superintendent	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School

Vermilion	Armstrong Twp HSD 225	From On Probation to Full Recognition	12-29-2003 via certified mail	Fall 2003 – District hired a permanent superintendent.
Warren	Alexis CUSD 400	Pending Further Review District has an interim superintendent	12-29-2003 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Whiteside	Prophetstown- Lyndon-Tampico CUSD 3	From Pending Further Review to Full Recognition	12-29-2003 via certified mail	Fall 2003 – District hired a permanent superintendent.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director

Agenda Topic: Discussion Item: SAELP Draft Recommendations

Materials: Draft Report

Staff Contact(s): Lee Patton

Purpose of Agenda Item

- To review the draft SAELP report with the Education Policy and Planning Committee; and
- To secure direction from the Committee for the direction of the final recommendations.

Expected Outcome(s) of Agenda Item

- Board member awareness and direction regarding the SAELP recommendations

Background Information

The State of Illinois, through the Office of the Governor, is one of 15 states funded by the Wallace-Reader's Digest Funds to "prepare, support and sustain a leadership cadre in each state than can transform schools and school systems to improve academic performance for low-income youth" (CCSSO, 2002). The State Action for Education Leadership Project (SAELP) has six major goals:

1. States will establish an overall vision and expectation for the practice of educational leadership focused on improved teaching and learning at the district and school level throughout the state;
2. States will design and enact laws that establish the terms and conditions of practice as principal and superintendent, including criteria for licensure of individuals and accreditation of post secondary programs that prepare education leaders;
3. States will enact laws that establish governance, structures, and roles and responsibilities of education leaders, including local boards of education, school councils, etc.;

4. States will design an infrastructure that will connect education leaders to other areas of public and private endeavor, including business, research institutes, community based organizations, etc.;
5. States will design and implement legislative and/or administrative policies that are informed by local schools and districts, especially those in high poverty areas; and
6. States will support Demonstration Districts where new policies are transformed into practice.

The Illinois SAELP grant is administered through Illinois State University, with a part-time staff and a focus on “Strengthening Leadership for Learning.” The project has four aspects: compilation and analysis of relevant research; identification of key issues; pilot projects in selected local districts, including Springfield, Decatur, Elgin, and Peoria; and a statewide planning/policy committee known as the “Consortium for Education Leadership.” That Committee’s membership includes State Superintendent Robert Schiller, State Board member Bev Turkel, representatives from major education organizations at the K-12 and higher education levels, and representatives from the pilot school districts. Lee Patton, Interim Director for Certification and Professional Development, has represented the Board when the Superintendent and/or Ms. Turkel have been unable to attend, and other agency staff have attended to provide requested information about state policy and practice.

The SAELP committee is in its second year. After initial consideration of research and identification of issues, this group used policy briefs drafted by the staff as the springboard for discussion and consensus building. After months of discussion, a preliminary set of recommendations was considered by the committee in November. The attached draft of the final report (which still has a few placeholders reflecting additional input based on the November discussion) will be voted on by the SAELP committee on Friday, January 23.

Discussion and Analysis

The SAELP group has considered a variety of policy issues including:

- state certification requirements for administrators
- certification for out-of-state education leaders;
- alternative certification for school leaders
- state standards for program approval and candidate preparation
- the content of administrator preparation programs;
- local school district governance and its impact on administrator effectiveness;
- standards-based principal evaluation;
- diversity of education leadership in Illinois; and
- teacher leaders.

The purpose of this Committee discussion is to acquaint Board members with the issues to be addressed in the final report and to secure direction for State Board input at the January 23 SAELP meeting.

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

This report has numerous implications for policy, budget and legislative actions. Those will be discussed during the presentation.

Superintendent's Recommendation

The Committee should provide SBE representatives on the SAELP committee (i.e., Superintendent Schiller, Board member Beverly Turkal, and staff member Lee Patton) with direction for the final meeting and for any other actions to be taken on behalf of the State Board.

Next Steps

Following the adoption of the final SAELP report, various entities, including the State Board, will be asked to assume responsibility for implanting the adopted recommendations. In addition, Illinois SAELP members are working on a proposal for a "SAELP 2" grant that would provide continued funding for Illinois efforts.

EXECUTIVE SUMMARY

**LEADERSHIP FOR LEARNING: STRENGTHENING POLICIES ON EDUCATION
LEADERSHIP ON BEHALF OF
ILLINOIS SCHOOLS**

In 2001, Illinois was one of fifteen states across America selected and funded by the Wallace Foundation, in cooperation with the National Council for State Legislatures, National Governors' Association, Education Commission of the States, Council of Chief State School Officers, and the National Association of State Boards of Education, to plan, conduct, and implement recommendations to strengthen education leadership that had the potential for improving student learning within the state. This national project is called "State Action for Education Leadership Project."

For the past decade or more, the public policy agenda has focused on teacher quality. It was now time to give attention to those policies that affect the quality of education leadership in Illinois schools and elsewhere and build on past state initiatives to further strengthen the entire education personnel system in ways that can impact student learning.

Strong education leadership is essential to improving student learning in Illinois schools and supporting quality in teaching. Education leadership, as defined by Michael Fullan (2002), is the ability to shape organizational conditions necessary for the development of shared goals, collaborative work structures and climates, and procedures for monitoring results that build the sufficient capacity of schools to accomplish the core tasks of education.

Primarily, education leadership includes the work of local school boards, superintendents, principals, and teacher leaders. It is the responsibility of all educators to support and enhance the learning of school children in Illinois' public schools. The education leadership of the state must stay committed to attending to students' learning if Illinois is to improve its record of achievement and close the achievement gap among the diverse groups of students enrolled in Illinois public schools. Broadly, this local responsibility and state commitment is referred to as providing **Leadership for Learning**.

From July 2001 through December 2003, the IL-SAELP completed a comprehensive study of education policy designed to strengthen leadership for learning by local school boards, superintendents, principals, and teacher leaders. Advised by the Illinois Consortium for Education Leadership, a statewide representative group of leaders from education stakeholders, business and demonstration districts, the IL-SAELP recommends sharpening or enacting statutes, regulations, and advisories that, when implemented, focus a renewed attention by education leaders on learning. These recommendations are grounded in a set of eleven principles that provide a vision of leadership for learning.

The study culminated in nearly three dozen recommendations for state action to strengthen leadership for learning. These recommendations and report will be submitted to Governor Rod Blagojevich, the Illinois General Assembly and its Education Committees, the Joint Education Committee, Illinois Board of Higher Education, State Board of Education, and the Illinois Community College Board for their respective consideration.

While the recommendations reflect a majority consensus of the Illinois Consortium for Education Leadership, they, of course, do not reflect total unanimity. The recommendations also do not necessarily reflect the official position of the board, association, or group being represented by a member of the Illinois Consortium for Education Leadership. Official dissenting views from various groups may be found in the last chapter of the Report.

All but a few recommendations would cost the state of Illinois nothing but will and time to implement. All recommendations promote leadership for learning. All deserve deliberation and action.

State Actions to Strengthen Leadership for Learning

A. Recognizing School Superintendents as Leaders for Learning

The school superintendent's leadership on behalf of student learning is an essential bridge between the community of citizens for whom the district operates and the community of educators employed in the school by the board. Greater clarification of the role of board members and superintendents would aid in supporting leadership for learning. School boards should have access to a larger talent pool of superintendents in order to meet the complexity of Illinois schools. Continuing professional development is essential for superintendents and other school leaders. For further detail, see Chapter __. To recognize school superintendents as leaders for learning, the Illinois Consortium for Education Leadership recommends the following:

- 1) To remove unnecessary barriers to out-of-state educators who wish to serve in Illinois public schools, the General Assembly should amend the *School Code* to require by January 1, 2005 that the State Board of Education, in conjunction with the State Teachers Certification Board, remove the requirement for passage of the basic skills test for experienced administrators and teachers, as defined by the State Board of Education, being employed by local school boards.
- 2) The General Assembly should retain the statute to permit an alternative route to administrative certification for *superintendents*. The General Assembly should know, however, that the numbers produced in these programs do not significantly add to the supply of school superintendents available across the state. Reducing the barriers to entering Illinois schools from out-of-state positions of superintendent may in fact be a better strategy to increase the supply of potential school superintendents for leadership for learning in Illinois schools.

- 3) The State Board of Education should develop and implement a plan to strengthen the focus of the Illinois Administrators' Academy to provide for an intense, high quality program that has as its core the intent to assure leadership for learning in Illinois public schools.
- 4) The State Board of Education should periodically analyze state data on the continuing professional development for administrators, determine, and report the extent to which plans have been submitted, together with recommendations to ensure participation as necessary. After an appropriate length of time—after the first year and before the third year—following the implementation of the statute, the State Board of Education should conduct an audit or analysis of a representative sample of plans to *ascertain the quality of the plans and the likelihood of their achieving the desired overall goal for improving the knowledge and skills of administrators relative to leadership for learning*, making such results known to the public and recommending any changes as necessary.

B. Strengthening Principals as Leaders for Learning

Strong leadership is essential to improving student learning in Illinois public schools and supporting quality in teaching. Principals are believed to be the instructional leader in their schools and the primary person charged with establishing a culture of learning within their schools consistent with high expectations for children achieving the state learning standards. Principals must have the training and experience as teachers to perform their instructional responsibilities and they must have the time and resources to focus on school learning. Further, principals should be evaluated relative to their responsibilities as leaders for learning. For further detail, see Chapter __. The Illinois Consortium for Education Leadership recommends the following:

- 1) The Illinois General Assembly should change the *School Code* eligibility criteria to require candidates for principals to have attained the Standard Teaching Certificate, and, in order to emphasize the importance of learning and instruction in leadership, remove the provision in the Code that equates student personnel experience with teaching performance.
- 2) The Illinois General Assembly should amend the statute regarding the roles of principals to state that principals in Illinois public schools shall not be employed simultaneously in other roles such as the superintendent while serving as principal in order that principals have sufficient time to provide instructional leadership, except in cases where the local school board is engaged in planning or implementing school district dissolution, consolidation, or unification.
- 3) The Illinois General Assembly should retain Section 105 ILCS 5/21-5d, the alternative route to administrative certification provisions, **exclusively** for superintendents and school business officials.
- 4) The Illinois General Assembly should amend Article 24A, "Evaluation of Certified Employees" by adding to it the requirement that school superintendents or his or her designee shall annually evaluate school principals based on evidence provided by the principal and other sources identified by the superintendent, based on and

aligned with the at least the Illinois Professional School Leader Standards, and including interpersonal effectiveness.

- 5) The Illinois General Assembly should amend and add to Article 24A: The school superintendent shall file the standards-based instrument and statement of procedures for the evaluation of principals with the respective regional superintendent by a certain date. Should the regional superintendent determine that the evaluation instrument is not aligned with the state standards for principals as instructional leaders, the regional superintendent shall request a revised instrument from the district superintendent.

C. Refocusing Illinois Principal Preparation Programs to Enhance Leadership for Learning

The Illinois statute clearly and appropriately defines the role of principal as an instructional leader. Illinois' principal preparation programs must strengthen the adequacy of their programs to assure both school management competency and instructional leadership for learning. For further detail, see Chapter ___. The Illinois Consortium for Education Leadership recommends the following:

- 1) The State Board of Education, in cooperation with the Illinois Principals Association, should convene a task force with representatives from practicing principals and other groups to develop a standards-based *core curriculum* that focuses on leadership for learning in schools for the preparation of beginning principals in Illinois. The core curriculum should reflect at least the following criteria:
 - a) Has at its foundation the Illinois Professional School Leaders Standards;
 - b) Provides a stronger balance between the roles principals play relative to providing instructional leadership for the school and managing the resources (personnel, time, finance, facilities, equipment, data) of the school that has greater probability of enhancing school learning and achievement of school children;
 - c) Provides a program of studies for principal candidates designed in a selective *sequential* learning experiences connected to the real work of principals in schools;
 - d) Addresses skills and competency in analysis of annual and longitudinal school achievement data and translation of the data into feasible school improvement actions;
 - e) Emphasizes effective interpersonal communication and respect for and with school children, teachers, parents, and support staff and emphasizes collaboration and partnerships;

- f) Eliminates coursework more applicable to the superintendent's preparation program and recognizes the position of principal as an important terminating career goal and not just a stepping stone to another position;
 - g) Recognizes the different sociological challenges presented to principals in rural, suburban, and urban schools;
 - h) Emphasizes the establishment of schools as centers or cultures of learning and how to reinforce, support, and enhance that cultural setting;
 - i) Emphasizes identifiable performance indicators relative to the curriculum and accountability of specific courses within the standards-based core curriculum to achieve those outcomes; and
 - j) Includes **clinical practice experiences throughout the preparation program** in accordance with the state standards for professional leadership.
- 2) Simultaneously, the State Board of Education, in cooperation with the Illinois Principals Association, and other groups should convene a task force to design a **culminating** internship of supervised practical experiences for principal candidates that meets at least the following criteria:
- a) Provides principal candidates with an intensive, diverse, supervised, and substantive internship following the completion of a program of studies with an established core curriculum that emphasizes real, day-to-day leadership, management, and continuing professional education by the practicing principal which has as its goal the improvement of student achievement;
 - b) Provides a broad range of experiences in more than one school;
 - c) Is of sufficient duration that permits the candidate to participate as an intern principal to receive both intensive and extensive experience in instructional leadership and school management;
 - d) Permits the principal candidate to be paid at a rate of no less than that he or she made as a teacher if the internship is within the same district or region or at an equivalent rate if the intern comes from outside the region of the state;
 - e) Connects to the intern's university program of studies, generates additional graduate credit hours beyond the 30 associated with the standards-based core curriculum, and permits university supervision of the intern similar to that provided for student teachers;
 - f) Establishes a network of internship delivery throughout Illinois that permits principal internships in home districts or in home regions in

collaboration with the state approved principal programs in higher education coordinated by the offices of the regional superintendent.

- 3) At the conclusion of the first two recommendations, the State Board of Education, in cooperation with the Illinois Board of Higher Education, and the State Teacher Certification Board, should seek to amend the Illinois School Code (Section 21-7.1, on Administrative Certificate, paragraphs (a) and (b)) to reflect the above recommendations for a core curriculum for beginning principals and the culminating principal internship and revise the state regulations for program approval accordingly.
- 4) The State Board of Education, in cooperation with the Illinois Board of Higher Education, should establish a state supportive system of full-time internship experiences for future principals. Initial steps toward this end include:
 - a) Creating a scholarship pool to which candidates with both need and talent may apply to support full time internships for up to one semester;
 - b) Encourage district-university partnerships for district-based preparation programs; and
 - c) Making recommendations to policymakers, universities, and districts based on what is learned in a) and b) above.
- 5) The Illinois State Board of Education, in cooperation with other groups, should identify and disseminate models for delivery of principal preparation programs that meet at least the following criteria:
 - a) Are comprised of principal candidates from the same school district and/or region;
 - b) Reflect the needs of the region for preparing future principals;
 - c) Involve the participating school district and/or region in the delivery of the core curriculum, including the identification of appropriate instructors;
 - d) Use the instructional and school achievement data of the district and/or region as part of the instructional resources;
 - e) Illustrate racial, ethnic, and gender diversity in both the delivery of the programs as well as the demographics of the principal candidates;
 - f) Are delivered on site in the school district or region on calendars established by the school district or education region;

E. Increasing the Diversity of Education Leaders in Illinois

Diversity is a hallmark of the state of Illinois—from its peoples’ languages and ethnicity as well as its economy and geography. It is essential that education leaders promote the success of all Illinois students by understanding, responding to, and influencing the cultural context in which our students learn and live. The talent pool of education leaders should reflect the demographics of Illinois, relative to both race/ethnicity and gender proportions, and it must begin with increasing the numbers of students from minority racial/ethnic backgrounds to enter teaching. For further detail, see Chapter __ of the Report. The Illinois Consortium for Education Leadership recommends the following:

- 1) Since education leadership emerges from the teaching force, the Illinois Board of Higher Education should assess the number of universities in Illinois that operate “grow your own programs” that are designed to enhance the supply of ethnic/racial minorities as teachers for Illinois schools, including recruiting more males for elementary schools, and evaluate the extent to which the current state disparity is likely to be affected by such programs. The IBHE should then determine whether these programs should be supported by state resources and strengthened in other ways.
- 2) The Illinois Board of Higher Education, in cooperation with the Illinois Scholarship Commission, should establish tuition-based scholarships to support women and minority educators as they enter and complete graduate programs in education leadership. As a condition of accepting such support, candidates must agree to seek and accept positions of education leadership within Illinois for a reasonable number of years.
- 3) The Illinois Board of Higher Education and the State Board of Education should cooperatively release and bid a competitive RFP to the state universities to support expanding the principal preparation program for at least 50 racial/ethnic minority individuals to attend full time study, including stipends, tuition, fees, and internship stipends for those individuals.
- 4) As part of the state process for approving graduate principal programs, the Illinois State Board of Education should require universities to show good faith efforts that the leadership faculty and administrators are working with Illinois school districts to recruit, tap, and prepare women and minorities for leadership in Illinois schools.
- 5) As part of the state process for approving graduate programs for the superintendent’s certificate, the Illinois State Board of Education should require universities to demonstrate that the knowledge and/or skills attained at the completion of the program include tapping and mentoring, including that for women and minorities, as a part of their expectation for leadership.
- 6) The Illinois State Board of Education should continue to annually assess the racial compositions of the state’s teachers, leaders, and paraprofessionals in public schools and make annual recommendations, in cooperation with the Joint Education Committee, Illinois Community College Board, and the Illinois Board of Higher Education, about how diversity of the education workforce should be enhanced.

- 7) The State Board of Education, in cooperation with the Illinois Principals Association, and others, should collectively plan and provide annual professional development opportunities and within-district opportunities relative to mentoring, recruiting, and tapping of women and minorities in education leadership until the point that diversity representation in education leadership is proportional to the presence of females and minorities in Illinois public schools.

F. Establishing Pathways for Teacher Leaders to Provide Leadership for Learning

There are at least two different pathways that would provide opportunities for Teacher Leaders to provide leadership for learning. The first pathway is to establish Teacher Coaches who are identified as outstanding teachers that can provide coaching assistance to other teachers. The second pathway is to develop special programs for Illinois' master teachers (those obtaining their National Board Certification) whereby they receive non-traditional leadership preparation and a new endorsement of their certificate. These initiatives would provide teachers with further career options and reinforce the importance of improving instruction as leadership for learning. For further detail, see Chapter __. The Illinois Consortium for Education Leadership recommends the following:

- 1) The State Board of Education should develop and grant an administrative endorsement so that National Board Teachers who have completed a specially-designed principal preparation program and passed the state certification test for the principal, are permitted to serve as principal, assistant principal, or co-principal.
- 2) The State Board of Education should convene a panel consisting of Nationally-Board Certified Teachers, teacher education/administrator preparation faculty, practicing principals, and others to do the following:
 - a) Consider and recommend the standards for an endorsement of Teacher Leader Endorsement to Type 73, 75, or current certificate that would permit Teacher Leaders to serve as assistant principals, principals, or co-principals and supervise and evaluate other certificated educators;
 - b) Consider and recommend the criteria by which Nationally-Board Certified Teachers demonstrate or have demonstrated their capacity to lead other teachers in positive school change that should be used in selecting Teacher Leaders;
 - c) Consider and recommend to the deans/departments chairs of state-approved principal preparation programs (or other post-masters' degree programs for teachers) the criteria for recruiting, assessing and preparing an individualized graduate-level program that leads to the granting of the Teacher Leader endorsement. The programs should be performance based, individualized, and based on skills and knowledge associated with instructional leadership and permit candidates to pass the state test for principals. The programs should not represent only the traditionally-

approved curriculum. The programs should include individually-designed performance assessments and school-based internships;

- d) Consider and recommend standards for approving such endorsement programs within the state's universities; Consult with the State Teachers Certification Board as required.
- 3) The State Board of Education, in cooperation with the Springfield LEAD district, should formalize the option for school districts to assign teacher coaches in Illinois public schools to assist other teachers in the improvement of student learning.

G. Creating School and University Partnerships to Enhance School Learning

Illinois' twelve state universities offer important resources that schools can use on behalf of student learning. The work of faculty who partner with teachers and administrators in schools also benefits from such real world experiences. Universities must recognize the importance of such service within their internal reward systems in order to assure that partnerships will continue. For further detail, see Chapter 7. The Illinois Consortium for Education Leadership recommends the following:

- 1) The Illinois Board of Higher Education, in cooperation with the Illinois Council of Professors of Educational Administration, should communicate to Illinois university presidents, deans, and education leadership chairs about the value of school service for university faculty, and in particular, that:
 - school service provides one acceptable basis for faculty rewards,
 - school service offers another means by which the missions of universities are achieved,
 - for educators, schools are the venues by which research is translated into practice and the laboratories for generating important research, and
 - services to schools provide opportunities for important collaboration between universities and Illinois public schools.
- 2) As part of the "Results Reports" submitted annually by public universities to the Illinois Board of Higher Education, each university should be required to indicate how it is addressing the value of school service as part of its promotion and tenure policies for faculty. The Illinois Board of Higher Education should then publicize those activities that represent "best practice" in rewarding service for work in the public schools.

H. Changing Other Systems to Support Leadership for Learning

Add other information here. For further detail, see Chapter ____. The Illinois Consortium for Education Leadership recommends the following for changing other systems to support leadership for learning in Illinois schools.

- 1) (Place holder for recommendation from Maggie Noe and Michael Johnson) The General Assembly should add the following language to the statute on roles of local school boards: In consultation with the school superintendent, school boards shall set annual goals and long range (3-5 years) goals for learning at the district and school level and for subgroups of school children represented in the district, and annually report publicly on the achievement of these goals, such as on the district's website or the district's page of the school report card.

- 2) In order to recognize the importance of the principal as the instructional leader in schools, the Illinois State Board of Education, in collaboration with the Illinois Principals Association, Illinois Association of School Administrators, and the Illinois Association of School Boards, should disseminate information to local school boards in Illinois to underscore and highlight the
 - a) Changing roles and expectations of school principals to give primary attention to the analysis and improvement of student learning;

 - b) Identify resources to support the roles of principals; and

 - c) Provide additional recognition and appreciation to their school principals relative to their essential contribution to children and society in light of the intense work load during the school year.

- 3) In order to increase the number of individuals willing to serve on the local school board, increase the public's attention and responsiveness to local school board elections, and to assure state financing of school board elections, the General Assembly should change the statute regarding a four-year election term for school board members to a three year term, and the terms should be staggered so that the community elects two members one year, two members in the second year, and three members in the third year. Last, the date for the election for school board members should be changed from April to the November election calendar.

- 4) In order that the Governor and General Assembly have correct and timely information on the status of annual local bond and tax referenda and the numbers of voters participating in school board elections in proportion to the registered voters eligible to vote in the election, the General Assembly should amend the language of Article 5/2-3.11, Report to the Governor and General Assembly, to require the State Board of Education to report such data annually as part of its assessment of the condition of Illinois education

- 5) The National Governors' Association, National Council for State Legislators, Education Commission of the States, Council of Chief State School Officers, and others should join together to recommend to the states portable pension systems that permit a national talent pool of educators to move more freely to Illinois and other states unhindered by the statutes imposed state-by-state and permit choice of pension plans by educators, including those in Illinois schools.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director

Agenda Topic: Action Item: Associate of Arts in Teaching Degree Models

Materials: Design and Principles for Associate of Arts in Teaching Degree Models

Staff Contact(s): Lee Patton

Purpose of Agenda Item

- To inform the Board regarding the Associate of Arts in Teaching project; and
- To secure Board action on the proposed actions.

Expected Outcome(s) of Agenda Item

- Board endorsement of the Associate of Arts in Teaching Degree program and models.

Background Information

In March 2001, the Illinois Community College Board endorsed an initiative to enhance the role of community colleges in teacher preparation and quality improvements. One of many activities undertaken as a result of the Board's endorsement has been the development of Associate of Arts in Teaching degree models to facilitate a smooth transition for and enhanced preparation of community college students as they transfer into university teacher education programs.

Since September 2002, a steering committee has worked with hundreds of faculty, administrators, and agency representatives to propose models in Secondary Science and Secondary Math. Work has also been initiated on a Special Education model. The draft Science and Math models were discussed at the September ICCB work session at which time they were being reviewed by educators across the state. Comments on the models

have been received from the field and reviewed by the steering committee. The attached report reflects changes as a result of that review. The Science model has been referred back to the Science Committee for additional review.

On October 17, 2003, the Community College Board adopted the following motion:

The Illinois Community College Board hereby accepts and endorses the *Report of the Illinois P-16 Education Initiative Community College/ University Partnerships Associate of Arts in Teaching Steering Committee* and directs the President/CEO to take the necessary steps to implement its recommendations.

The model has also been endorsed by the Board of Higher Education.

During the Certification Board meeting on January 9, 2004, representatives of the Community College Board and the P-16 Committee described this project and responded to issues regarding the interface of these new programs and the responsibilities of the State Board and the Certification Board for evaluating compliance with the NCATE 2000 Standards. Following this discussion, the Certification Board endorsed the concept and models and recommended that the State Board of Education take similar action.

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

With an ever-increasing proportion of teacher graduates having begun their programs in a community college, it is important to assure that the experiences provided for these future teachers form a standards-based continuum and that community college students are able to transfer to senior institutions with a minimum of additional coursework requirements.

The P-16 Committee has provided leadership for the development of the Associate of Arts in Teaching Degree and the creation of a model for the first such program. Several representatives of the project will be present at the State Board meeting to describe its development and potential for the future, as well as issues related to the State Board.

Although State Board staff have participated in this project and repeatedly endorsed the initiative as responding to an important need, this will be the first time that the State Board will be asked to formally endorse the Associate of Arts in Teaching Degree.

Superintendent's Recommendation

The State Board of Education should endorse the concept and design of the Associate of Arts in Teaching Degree, the proposed principles, the mathematics degree model, and the plans for continuation of the initiative.

Next Steps

State Board staff will continue to work with the project to assure alignment of all facets of teacher preparation.

REPORT OF THE ILLINOIS P-16 EDUCATION INITIATIVE: COMMUNITY COLLEGE/UNIVERSITY PARTNERSHIPS ASSOCIATE OF ARTS IN TEACHING STEERING COMMITTEE

October 2003

BACKGROUND: In September 2002, in cooperation with the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE), the University of Illinois formed a steering committee to develop Associate of Arts in Teaching degree models. Representatives of public universities, community colleges, and the three state education agencies (IBHE, ICCB, and ISBE) came together to undertake this task. The primary focus of the steering committee's work has been to:

Develop Associate of Arts in Teaching (AAT) degree models that will attract students into high need teaching disciplines and facilitate the transfer of lower-division students desiring to become teachers in those disciplines into upper-division teacher education programs. Students obtaining an AAT degree in the identified shortage areas should have equal status with university native students at the beginning of the junior year.

The steering committee identified three high need areas on which to focus its initial efforts - secondary math, secondary science, and special education. Subcommittees were formed to address recommended curricula for each of the three discipline areas. A fourth committee addressed general education and the selection of appropriate lower-division professional education courses. After initial work by the Special Education Subcommittee was completed, the steering committee decided to postpone further work in that area until changing requirements at the state and federal levels have been clarified. A list of steering committee members is included in Attachment A.

In late June, workgroups comprised of approximately 100 community college and university faculty met at the University of Illinois in Springfield to link professional teaching standards to the models, identify appropriate artifacts demonstrating mastery of the standards, and develop sample course syllabi for the selected education courses. Detailed matrices that identify standards, indicators, and artifacts for general education and the professional education courses in the AAT degree models, as well as sample syllabi, were produced by the workgroups. The matrices and sample syllabi are available on the ICCB website at <http://www.iccb.org/HTML/what/aat/html>, and a list of the co-chairs of the workgroups is included in Attachment B. These materials, along with a draft report of the steering committee, were widely disseminated to faculty and administrators at all the public community colleges and universities for review and comment. The decisions and recommendations included in this report incorporate revisions based on comments that were received by the steering committee.

RECOMMENDATIONS:

General Principles

Based on the work of the steering committee, its subcommittees, and the faculty workgroups, the steering committee developed a set of general principles regarding the development of AAT degree models and recommendations for specific degree models in the areas of secondary mathematics and secondary science.

The following principles should guide the development of AAT degree models:

1. A degree model provides a general framework within which community colleges may develop specific degrees in accordance with institutional policies and priorities.
2. For most teaching specialties, the IAI General Education Common Core with one additional mathematics course will be appropriate. For some teaching specialties, it may be necessary to identify specific courses within the general education core, or the core may need to be modified.
3. Core language arts standards and standards related to global diversity and multiculturalism should be met through the general education component of the degree. Core technology standards may be met with an educational technology course, or may be infused throughout the general education component. Every college will be responsible for addressing the core technology standards, whether through a specific course or infusion in the curriculum.
4. Passing the Enhanced Test of Basic Skills will be a requirement for program completion. It is recommended that the test be administered no later than the point at which students have accumulated 45 semester hours and that remediation be provided for students who are not successful in their first attempt to pass the test.
5. Alignment of Illinois State Board of Education and National Council for the Accreditation of Teacher Education standards with AAT degree models will be done by groups of community college and university faculty.
6. Early field experiences need to begin in the first two years of a future teacher's preparation, regardless of whether a student begins at a community college or a university.
7. Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.
8. It will be critical that close communication is maintained between community college and university teacher education programs in order to provide smooth articulation and address problems as they arise. Each institution should formally identify a contact person to ensure that there is a clear pathway for this communication to occur.

Associate of Arts in Teaching Secondary Mathematics Degree Model

The following model is recommended for the AAT in Secondary Mathematics:

General Education Component* (40 - 45 semester credits)

Communication –	9 semester credits (two-course writing sequence and one course in oral communications)
Mathematics –	6 - 9 semester credits
Physical and Life Sciences –	7 - 8 semester credits (one course from the life sciences and one course from the physical sciences, and at least one laboratory course)
Humanities & Fine Arts –	9 semester credits (at least one course selected from humanities and at least one course from the fine arts)
Social and Behavioral Sciences –	9 semester credits (courses selected from at least two disciplines)

A college may require a greater number of general education hours than the model suggests, but consideration should be given to the total number of hours in the degree and the possibility that additional hours may not be accepted in transfer.

Professional Education Component (3 - 9 semester credits)

Required:

Introduction to Education (with a clinical component)

One or two additional courses may be selected from the following:

Educational Technology

Educational Psychology

Development (Colleges may use existing courses such as Child Development, Life Span Development, or Child or Adolescent Psychology, so long as the course includes the

standards identified in the AAT Super Matrix and the model syllabus.)

Students with Disabilities in School

Major Area Sequence* (9 - 15 semester credits)

Calculus I

Calculus II

Calculus III

Linear Algebra (only if Calculus I is used to fulfill General Education requirements)

Total for the degree: 60 - 64 semester credits

* All courses included in this component reflect IAI titles and course descriptions.

Associate of Arts in Teaching Secondary Science Degree Model

Secondary science encompasses a number of fields and presents a challenge in the development of a model that addresses issues of depth, breadth, and sequencing within the total hours provided in an associate degree. Based on the scope of comment from the field, the steering committee decided there is a need to reconvene the secondary science committee to consider the comments and determine if revisions to the model for the AAT in Teaching Secondary Science Degree are needed.

NEXT STEPS:

A. Short-Term

1. The steering committee will present its report and recommendations on the General Principles for AAT degree models and the Secondary Math model to the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE) for consideration. The goal is to present the recommendations to the ICCB at its October 17, 2003 meeting, to the IBHE at its December 9, 2003 meeting, and to ISBE at either its October 22-23, 2003 or November 20, 2003 meeting. Upon endorsement of the degree model by the boards, community colleges may develop degree programs that meet the model and submit them to ICCB and IBHE for approval to implement.
2. The secondary science committee will reconvene to finalize the model for the Associate of Arts in Teaching Secondary Science degree model. Upon completion of this work, the model will be presented to the ICCB, IBHE, and ISBE for consideration.
3. The steering committee will address strategic implementation issues that include (1) working with the major vendors of electronic student portfolio software on issues of compatibility among their products, and (2) working with the National Evaluation Systems (the developer of the Illinois Basic Skills Test) on issues of flexibility and access for students and the need for more detailed feedback to colleges and universities for purposes of program improvement.

B. Long-Term

The members of the steering committee and the leadership of the Illinois P-16 Education Initiative have affirmed their intention to continue the work that has occurred over the past year and to expand the number of college and university participants. In keeping with the steering committee's initial decision to develop AAT degree models primarily in teacher shortage areas, the committee has identified areas to be addressed over the next year. These are bilingual education, career and technical education, and completion of the special education model.

As work proceeds on AAT degree models in these areas, the steering committee will continue to follow the general principles identified in this report to develop additional degree models that will attract students into high need teaching disciplines and facilitate their transfer into upper-division teacher education programs.

Attachment A

Members of the Associate of Arts in Teaching Steering Committee

Gary Alexander
Illinois Board of Higher Education

Diane Ashby
Illinois State University

Douglas Bower
Eastern Illinois University

Marguerite Boyd
Harry S Truman College

Larry Choate
Shawnee Community College

Vicki Chou
University of Illinois - Chicago

Joseph J. Cipfl
Illinois Community College Board

Harriet Custer
Illinois Valley Community College

Charles V. Evans
University of Illinois

Susan Fowler
University of Illinois - Urbana/Champaign

Chet Gardner
University of Illinois

Nan Giblin
Northeastern Illinois University

Midge Grosch
University of Illinois

Stanley Ikenberry
University of Illinois

Mary Kay Kickels
Moraine Valley Community College

Carol Lanning
Illinois Community College Board

Nancy Long
Illinois State Board of Education

John McIntyre
Southern Illinois University - Carbondale

Virginia McMillan
Illinois Community College Board

Robert Mees
John A. Logan College

Rebecca Miller
Illinois Community College Board

Gretchen Naff
College of Lake County

David Pierce
University of Illinois

Charles Rohn
Eastern Illinois University

Larry Stonecipher
University of Illinois - Springfield

Jerry Weber
Kankakee Community College

Sandra Westbrooks
Chicago State University

Attachment B

Co-Chairs of Associate of Arts in Teaching Workgroups

Introduction to Education

Jeannine Lombardi
William Rainey Harper College

Tom Haynes
Illinois State University

Educational Technology

Jill Wold
Waubensee Community College

Cheri Toledo
Illinois State University

Educational Psychology

Jill Urban-Bollis
Illinois Valley Community College

Jean Pierce
Northern Illinois University

Human Growth and Development

Shannon Shephard
Lewis & Clark Community College

Marilyn Moore
Illinois State University

Education of Exceptional Children

Julia Schroeder
John A. Logan College

Adele Renzaglia
University of Illinois - Chicago

Mathematics

Tracey Hoy
College of Lake County

Doug Bower
Eastern Illinois University

Science

Larry Choate
Shawnee Community College

Nancy Grimm
Chicago State University

General Education (Core Language Arts and Technology Standards)

Margaret Lehner
Moraine Valley Community College

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director

Agenda Topic: Action Item: Accreditation Status – University of Illinois at Urbana-Champaign (UIUC)

Materials: State Teacher Certification Board UIUC Accreditation Recommendation

Staff Contact(s): Marti A. Woelfle

Purpose of Agenda Item

- Present the State Teacher Certification Board’s recommendation for the accreditation of the University of Illinois at Urbana-Champaign.

Expected Outcome(s) of Agenda Item

- Discussion of the Certification Board’s recommendation; and
- Determination of the accreditation status for UIUC.

Background Information

In June 2003, the State Board granted the University of Illinois at Urbana-Champaign “Continuing Accreditation with Conditions” and required that the University submit a written report within six months verifying how it addressed the weaknesses cited following the accreditation review on April 13-17, 2002.

This action was based on the Board’s review of the recommendation of the State Teacher Certification Board and a Notice of Objection filed by the University of Illinois at Urbana-Champaign.

The University submitted the six-month report to the State Board in December, and that report was reviewed by the State Teacher Certification Board on Friday January 9, 2004. In addition to the six-month report, the STCB interviewed representatives of the University of Illinois at Urbana-Champaign, including Dr. Susan Fowler, Dean of the College of Education; Dr. Sheryl Benson, Immediate Past Executive Director of the Council on Teacher Education; and Dr. Marge Jerich, Program Analyst.

Certification Board Review and Action

The STCB determined that the University of Illinois at Urbana-Champaign presented evidence sufficient to support removing eight of the eleven cited weakness statements and to designate the six accreditation standards as “met.”

The STCB revised the three remaining weakness statements to reflect that the unit has made progress by developing a unit assessment system plan, but it must begin to implement assessments across all programs.

According to the Illinois Administrative Rules, Section 25.140 (2)(c) Transitional Requirements for the Unit Assessment Systems, the unit should be in the third phase of the transition period. At this time, Illinois accredited teacher preparation institutions are required to be in the second year of implementing their unit assessment system plan and should present evidence that performance data are being collected, including results of the State certification tests. The university needs to be using internal performance assessments to identify the competence of all candidates, testing the system for accuracy, consistency, and fairness; and implementing the systematic management of data on candidates’ performance. It must also begin to aggregate, analyze, and use assessment data to improve program quality, unit operations, and candidate performance.

On the basis of these its review of the UIUC six-month report, the institution’s progress in addressing the original weakness statements, and the fact that despite some remaining weaknesses, all standards can be considered as “met,” the STCB recommended that the University of Illinois at Urbana-Champaign be granted “Continuing Accreditation”.

Superintendent’s Recommendation

Grant “Continuing Accreditation” status to the University of Illinois at Urbana-Champaign for the operation of its state-approved professional education programs.

Next Steps

Staff will notify the University of the decision of the State Board of Education and work with the university regarding the areas of weakness. Future annual reports submitted by the UIUC will identify actions taken to address those weaknesses. The next accreditation visit for the University will be on the regular seven-year cycle for institutions that have been granted “Continuing Accreditation.”

ILLINOIS STATE BOARD OF EDUCATION

ACCREDITATION DECISION

University of Illinois at Urbana-Champaign, IL

Continuing Accreditation Review – Initial and Advanced Level

April 2002

ACCREDITATION DECISION: January 2004

Continuing Accreditation (Section 25.125 (j) (2) (C))

Please refer to the Team Report for strengths of the unit and for further information on weaknesses cited. Weaknesses for each category are listed below.

STANDARD 1 – Candidate Knowledge, Skills and Dispositions

Met with Weakness

- The process for assessing candidates' knowledge, skills, and dispositions has been defined; but it has not been implemented across all programs.

STANDARD 2 – Assessment System and Unit Evaluation

Met with Weaknesses

- Progress has been made, but the comprehensive and coherent nature of the assessment system needs to be fully implemented.
- Assessment data are not consistently aggregated, analyzed, or utilized to improve program quality, unit operations, or candidate performance.

STANDARD 3 – Field Experiences and Clinical Practice

Met

STANDARD 4 - Diversity

Met

STANDARD 5 – Faculty Qualifications, Performance and Development

Met

STANDARD 6 – Unit Governance and Resources

Met

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
Lee Patton, Interim Director

Agenda Topic: Action Item: Emergency Rule for Adoption and Ordinary Rule for Initial Review – Part 25 (Certification)

Materials: Recommended Amendment

Staff Contact(s): Lee Patton

Purpose of Agenda Item

To present the emergency amendment to Part 25 for adoption and to present the identical ordinary amendment for the Board's initial review.

Expected Outcomes of Agenda Item

The Board's adoption of the emergency amendment to Part 25 and authorization for the solicitation of public comment on the corresponding ordinary amendment.

Background Information

The time is drawing near for the first group of teachers who hold standard certificates to complete five years of teaching on those certificates and to apply for their renewal. As ISBE staff members have been reviewing the procedures that all the parties will need to take in the certificate renewal process, one aspect of the rules has been identified as entailing unnecessary expense not required by the statute.

The requirements for processing teachers' applications for certificate renewal include keeping teachers informed via written notification of the recommendations that are being made at each stage.

- LPDCs must provide advance notice of the recommendations they intend to forward to regional superintendents.
- LPDCs must provide notice when they do forward their recommendations to regional superintendents.
- Regional superintendents must provide notice regarding the recommendations they make to the State Teacher Certification Board.
- The State Teacher Certification Board must notify teachers regarding decisions to renew or not to renew their certificates.

In all four of these situations, written notice of recommendations and decisions not to renew must be sent by means that include a return receipt. In the second instance, the rule (Section 25.835(d)(3) requires every notification to include a return receipt. There is clearly no need for teachers to be notified by a means that entails extra expense when they will have no need to appeal the recommendation.

We assume that the large majority of recommendations will be for certificate renewal and that streamlining these communications will lead to significant savings in at least some instances. At a time when resources are very scarce and when LPDCs in particular may have very limited access to financial support, we believe it is incumbent on the State Board to eliminate this requirement in time for this spring's implementation of the renewal process. Emergency rulemaking is needed in order for the rule change to be in effect when this year's notices are being sent.

This matter was discussed with the State Teacher Certification Board at its January meeting, and the STCB recommends it to the State Board of Education for consideration.

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

Policy Implications: Please see above.

Budget Implications: This change in the rule does not affect the State Board financially but is intended to have a beneficial effect at the local level.

Communication: Please see "Next Steps" below.

Superintendent's Recommendation

Adopt the following motion:

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

Certification (23 Illinois Administrative Code 25).

Further, the Board hereby authorizes the solicitation of public comment on the identical ordinary rulemaking, including publication of the proposed amendment in the Illinois Register.

Next Steps

The emergency amendment will be filed with the Secretary of State so that it can take effect shortly. Concurrently, notice of the proposed amendment will be submitted for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent's Friday message and the agency's website will also be used to inform interested parties of the opportunity to comment on this rulemaking.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 25
CERTIFICATION

SUBPART A: DEFINITIONS

Section
25.10 Definition of Terms Used in This Part

SUBPART B: CERTIFICATES

Section
25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates
25.20 Requirements for the Elementary Certificate
25.30 Requirements for the Secondary Certificate
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies
25.40 Requirements for the Special Certificate
25.43 Standards for Certification of Special Education Teachers
25.45 Standards for the Standard Special Certificate--Speech and Language Impaired
25.50 General Certificate (Repealed)
25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects
(Repealed)
25.65 Alternative Certification
25.67 Alternative Route to Teacher Certification
25.70 State Provisional Vocational Certificate
25.75 Part-time Provisional Certificates
25.80 Requirements for the Early Childhood Certificate
25.85 Special Provisions for Endorsement in Foreign Language for Individuals
Currently Certified
25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared
as Teachers But Not Currently Certified
25.90 Transitional Bilingual Certificate and Examination
25.92 Visiting International Teacher Certificate
25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate
25.99 Endorsing Teaching Certificates

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

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

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

SUBPART D: SCHOOL SERVICE PERSONNEL

Section	
25.210	Requirements for the Certification of School Social Workers
25.220	Requirements for the Certification of Guidance Personnel
25.230	Requirements for the Certification of School Psychologists
25.240	Standard for School Nurse Endorsement

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

Section	
25.310	Definitions (Repealed)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

- 25.311 Administrative Certificate
- 25.313 Alternative Route to Administrative Certification
- 25.315 Renewal of Administrative Certificate
- 25.320 Application for Approval of Program (Repealed)
- 25.322 General Supervisory Endorsement
- 25.330 Standards and Guide for Approved Programs (Repealed)
- 25.333 General Administrative Endorsement
- 25.344 Chief School Business Official Endorsement
- 25.355 Superintendent Endorsement

SUBPART F: GENERAL PROVISIONS

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

SUBPART G: THE UTILIZATION OF TEACHER AIDES AND
OTHER NONCERTIFIED PERSONNEL

Section

- 25.510 Teacher Aides
- 25.520 Other Noncertificated Personnel
- 25.530 Specialized Instruction by Noncertificated Personnel
- 25.540 Approved Teacher Aide Programs

SUBPART H: CLINICAL EXPERIENCES

Section

- 25.610 Definitions
- 25.620 Student Teaching
- 25.630 Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section

- 25.800 Professional Development Required
- 25.805 Requirements of the Plan
- 25.810 State Priorities
- 25.815 Submission and Review of the Plan
- 25.820 Review of Approved Plan
- 25.825 Progress Toward Completion
- 25.830 Application for Renewal of Certificate(s)
- 25.832 Validity and Renewal of Master Certificates
- 25.835 Review of and Recommendation Regarding Application for Renewal

EMERGENCY

- 25.840 Action by State Teacher Certification Board; Appeals
- 25.845 Responsibilities of School Districts
- 25.848 General Responsibilities of LPDCs
- 25.850 General Responsibilities of Regional Superintendents
- 25.855 Approval of Illinois Providers
- 25.860 Out-of-State Providers
- 25.865 Awarding of Credit for Activities with Providers
- 25.870 Continuing Education Units (CEUs)
- 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development
- 25.875 Continuing Professional Development Units (CPDUs)
- 25.880 "Valid and Exempt" Certificates; Proportionate Reduction; Part-Time Teaching
- 25.885 Funding; Expenses

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING
CERTIFICATE

Section

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

25.940 Examination
25.945 Procedural Requirements

APPENDIX A Statistical Test Equating - Certification Testing System
APPENDIX B Certificates Available Effective February 15, 2000
APPENDIX C Exchange of Certificates
APPENDIX D National Board and Master Certificates

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

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.835 Review of and Recommendation Regarding Application for Renewal EMERGENCY

- a) The LPDC shall review each application that conforms with the requirements of Section 25.830 of this Part and, within 30 days after receiving it, use a form supplied by the State Board of Education to provide 30 days' written notification to the certificate-holder of the recommendation it will forward to the regional superintendent of schools. Such notification shall include a copy of the summary form referred to in Section 25.830(b) of this Part, signed by the chair of the LPDC and indicating whether the quantity and distribution of credit displayed thereon demonstrate that the certificate-holder has met the requirements of his or her approved plan. If the recommendation will be for nonrenewal of the affected certificate(s), such notification shall include a return receipt.
- b) At any time before the recommendation is to be forwarded to the regional superintendent, the certificate-holder may submit a written request to appear before the committee or a written request that the LPDC reconsider its intention to forward an unfavorable recommendation.
- c) If requested to do so, the LPDC shall:
 - 1) permit the certificate-holder to appear before it to justify his or her contention that the certificate(s) held should be renewed; or
 - 2) reconsider its recommendation.
- d) The committee shall forward a recommendation to the regional superintendent, on a form provided by the State Board of Education, no later than 30 days after receipt of the certificate-holder's request pursuant to subsection (b) of this Section. The committee shall provide concurrent notification to the certificate-holder that:
 - 1) states the recommendation and the rationale for it;
 - 2) indicates the date on which the recommendation was forwarded to the regional superintendent; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

- 3) includes a return receipt if the recommendation is for nonrenewal.
- e) Upon receipt of notification by the LPDC that a recommendation has been forwarded to the regional superintendent, the certificate-holder shall pay to the regional superintendent the fee required pursuant to Section 21-16(b) of the School Code [105 ILCS 5/21-16(b)].
- f) The certificate-holder may appeal to the responsible RPDC for consideration of his or her application for renewal if the LPDC does not respond within any of the timelines set forth in subsections (a) and (d) of this Section.
- g) Within 14 days after receiving notice that a recommendation for nonrenewal has been forwarded, the certificate-holder may appeal the recommendation to the RPDC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and may include any supporting documentation the certificate-holder deems relevant.
- h) Within seven business days after receipt of such an appeal, the RPDC shall request the LPDC's record of review. The LPDC's record shall be forwarded to the RPDC within seven business days and shall include:
 - 1) the individual's approved plan for continuing professional development and any amendments that have been made thereto;
 - 2) any evidence of completion for activities submitted by the certificate-holder that has been maintained by the LPDC, and the summary form that shows how credits were awarded; and
 - 3) copies of any determinations made by the LPDC not to award credit as claimed by the certificate-holder and any evidence that supports such determinations.
- i) Within 45 days after receiving such an appeal, the RPDC shall make a recommendation to the regional superintendent in keeping with the requirements of Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)]. The RPDC shall use a form provided by the State Board of Education for this purpose and shall include the rationale for its recommendation. To assist it in arriving at its recommendation, the RPDC may require the submission of additional information or may request that the certificate-holder appear before it. The RPDC shall also forward to the regional superintendent the LPDC's record

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

of review, as well as any supporting documentation supplied by the certificate-holder.

- j) Within 14 days after receiving the last recommendation required under subsections (a) through (i) of this Section, the regional superintendent shall forward his or her recommendation to the State Teacher Certification Board along with the information required pursuant to Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)]. Forms supplied by the State Board of Education shall be used for this purpose. A copy of the recommendation shall be sent to the certificate-holder concurrently. If the recommendation is not to renew the certificate(s) held, or if the application indicates the individual is or may be out of compliance with Section 10-65 of the Illinois Administrative Procedure Act [5 ILCS 100/10-65] with regard to child support payments, the certificate-holder's copy shall be sent by certified mail, return receipt requested; and the regional superintendent shall return the registration fee therewith.
- 1) The regional superintendent shall forward to the Secretary of the State Teacher Certification Board a list that identifies each certificate-holder with respect to whom the regional superintendent is concurring with an LPDC's recommendation for certificate renewal. This list shall be prepared on a form supplied by the State Board of Education.
 - 2) If the regional superintendent is recommending certificate renewal despite a local or regional committee's recommendation for nonrenewal, the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:
 - A) the LPDC's record of review;
 - B) the RPDRC's recommendation and the material called for in subsection (i) of this Section, if any; and
 - C) the regional superintendent's rationale for recommending renewal.
 - 3) If the regional superintendent is recommending nonrenewal (regardless of local and/or regional recommendations) the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:
 - A) the LPDC's record of review;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENT

- B) the RPDRC's recommendation and the material called for in subsection (i) of this Section, if any; and
 - C) the regional superintendent's rationale for recommending nonrenewal.
- k) Within 14 days after receipt of notice that the regional superintendent has recommended nonrenewal of his or her certificate(s), the certificate-holder may appeal that recommendation to the State Teacher Certification Board, using a form provided by the State Board of Education.
- 1) The appeal must state the reasons why the recommendation of the regional superintendent should be reversed and must be sent by certified mail, return receipt requested.
 - A) Appeals shall be addressed to:

State Teacher Certification Board
Secretary
100 North First Street
Springfield, Illinois 62777
 - B) No electronic or facsimile transmissions will be accepted.
 - C) Appeals postmarked later than 14 calendar days following receipt of the nonrenewal notice will not be processed.
 - 2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:
 - A) evidence that he or she has satisfactorily completed activities set forth in his or her approved certificate renewal plan;
 - B) any other relevant documents.
- l) Grounds for a recommendation that a certificate not be renewed shall be limited to the certificate-holder's failure to satisfactorily complete the activities set forth in an approved certificate renewal plan, i.e., to accumulate sufficient units of credit for activities distributed as required among the purposes enumerated in Section 21-14 of the School Code.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF EMERGENCY AMENDMENT

(Source: Emergency amendment at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
Lee Patton, Interim Director

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

Materials: Recommended Amendments

Staff Contact(s): Lee Patton

Purpose of Agenda Item

To present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

Expected Outcome of Agenda Item

Adoption of a motion authorizing the staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information

Most of the material in this set of amendments is needed to complement the proposed amendments to Part 25 (Certification) so that it is clear who may be assigned to which positions in schools as the standards-based system of educational credentials is fully implemented. Subpart F of Part 1 describes the requirements for assignment and supervision of paraprofessionals, and Subpart G conveys the requirements for assignment of teachers at various grade levels and in various academic subjects and other areas.

Requirements for Teachers

One of the key issues addressed in the proposed rules is the status of the many current Illinois teachers who do not hold formal endorsements in their subject areas but who have been assigned to teach particular subjects based on a local determination that they met the requirements for those assignments. That is, an individual has been eligible to teach a given subject if he or she held the required number and distribution of semester hours of college credit stated in Subpart G of Part 1 (chiefly in Section 1.730). Possession of the endorsement has not been required. This practice has been in place for many years, and its local implementation was subject to review during routine compliance monitoring by state and regional staff.

Under the proposed amendments, these teachers will continue to be eligible for assignment in areas in which they have already taught for at least two full semesters. This requirement for experience is intended to provide the assurance that the teachers' credentials were reviewed at the local level.

Individuals who hold the qualifications that were previously accepted for particular assignments but who have never been assigned in those fields will have two options for maintaining their eligibility under these proposed rules.

- They may submit applications for the "old" endorsements on or before September 30, 2004, and those applications will be reviewed according to the previous requirements.
- They may accept assignment based upon the newly stated minimum requirements (generally 24 semester hours of credit), thereby establishing a three-year period of eligibility while they acquire the comparable endorsement now available under the new structure.

Each of the existing sets of requirements in Subpart G will now be prefaced by an explanation of how and when it is replaced by new requirements and where those are to be found. The corresponding new Sections then identify all the groups who may be assigned, including:

- those who hold the relevant endorsements;
- those who do not hold endorsements but met requirements previously in effect and served in such assignments;
- those who meet the newly stated minimum requirements and have not exhausted the three years available to them to secure the relevant endorsements (as stated in the proposed new material in Part 25); and
- those who are assigned pursuant to a short-term authorization (issued when a district is unable to secure the services of an individual with the appropriate qualifications and also requiring the individual to qualify for the endorsement within three years).

At the secondary level, new minimum requirements for assignment are stated. These generally involve the same total number of semester hours of college credit that have been required for certain endorsements for quite a few years, but stripped of the previous specificity about the distribution of those semester hours among particular topics. This will help accommodate the transition to a standards-based system, in which the course-by-course coverage of topics may not be as readily predictable, while still requiring a significant amount of coursework before someone is eligible to teach in a particular field.

Requirements for Paraprofessionals

Many of the changes in Sections 1.610 through 1.660 involve technical updating and/or revisions whose purpose is to make clear what districts' obligations are. Some existing provisions are being reorganized for the same reasons. The function of Part 1 is to describe how districts may assign paraprofessionals and administer their services. This material will now complement the pending revisions in Part 25 that describe the requirements paraprofessionals must meet in order to secure approval.

The main substantive issue in this group of rules is the applicability of the requirement for a letter of approval to paraprofessionals in special education programs (see Sections 1.630(b)(2) and 1.630(b)(5)(C)). Long-standing practice has exempted these individuals from the requirement for approval, but this is inconsistent with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB). Therefore, these rules require that instructional aides in special education meet the same requirements as other paraprofessionals but give them three years to earn the approval. The three-year window that this rule establishes is in keeping with federal regulations regarding personnel who serve students with disabilities.

It should be noted that the requirement for approval as a paraprofessional does not apply to individuals who serve primarily as personal care assistants to students with disabilities.

The State Teacher Certification Board discussed these portions of the rules at its January meeting and recommends them for consideration by the State Board of Education.

Additional Matters

These proposed amendments also affect three other Sections unrelated to staff qualifications.

- Section 1.250 deletes a reference to districts' need to comply with Part 170 of our rules. That Part (Sprinkler Systems) was repealed several years ago and all its provisions were incorporated into Part 180 (Health/Life Safety Code for Public Schools). This amendment represents technical updating only.
- Section 1.420(p)(6) discusses excuses from daily physical education. Section 27-6 of the School Code requires daily physical education "except when appropriate excuses are submitted to the school by a pupil's parent or guardian or by a person licensed under the Medical Practice Act of 1987...and except as provided in subsection (b) of this Section." We have so far had no rules regarding what a school district might consider to be an "appropriate excuse" from a parent, and the Legal Department has advised that, in particular, there is a need to ensure that requests for students to be excused on religious grounds will be given due consideration. The new text in subsection (p)(6) will provide a framework for districts to deal with parental requests appropriately, while the existing text regarding exemptions from daily physical education on certain other bases allowed by subsection (b) of the law has been moved into new subsection (p)(7).
- Section 1.440(c) states that no teacher should have more than five preparations, but this rule has always been intended to function as an absolute prohibition. Based upon questions recently received by the Legal Department, it has become clear that we should revise the rule to state that "no teacher shall have more than five preparations" so that the language will convey the long-standing intended meaning.

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

Policy Implications: Please see above.

Communication: Please see “Next Steps” below.

Superintendent’s Recommendation

Adopt the following motion:

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

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

including publication of the proposed amendments in the Illinois Register.

Next Steps

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent’s Friday message and the agency website will also be used to inform interested parties of the opportunity to comment on this rulemaking.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: SCHOOL RECOGNITION REQUIREMENTS

Section

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

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Powers and Duties
- 1.220 Duties of Superintendent
- 1.230 Board of Education and the School Code
- 1.240 Equal Opportunities for all Students
- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code ~~170 and~~ 180
- 1.260 Commemorative Holidays to be Observed by Public Schools
- 1.270 Book and Material Selection
- 1.280 Discipline
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section

- 1.310 Administrative Responsibilities
- 1.320 Duties
- 1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

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

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.520 School Food Services
- 1.530 Health Services
- 1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified ~~Public School Districts~~
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Noncertificated Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

SUBPART G: STAFF QUALIFICATIONS

Section

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

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

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, and 27-23.3 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 10-17a, 10-20.14, 10-22.43a, 14C-8, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, and 2-3.6].

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010 effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; amended at 28 Ill. Reg. _____, effective _____.

SUBPART B: SCHOOL GOVERNANCE

Section 1.250 District to Comply with 23 Ill. Adm. Code ~~170 and~~ 180

The district shall comply with ~~23 Ill. Adm. Code 170 titled "Sprinkler Systems," and the rules of the State Board of Education at 23 Ill. Adm. Code 180 titled ("Health/Life Safety Code for Public Schools;")~~ as issued by the State Superintendent of Education.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

- a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.
- b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit that; ~~a plan which~~ can be disseminated to other schools within the State.
- c) Every school district shall:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.
 - 2) Include in its instructional program concepts which are designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions, and socio-economic backgrounds.
- d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
 - e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.
 - f) Sections 10-19, 18-8.05, and 18-12 of the School Code [105 ILCS 5/10-19, 18-8.05, and 18-12] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.
 - 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that its facilities are inadequate to house a program offering five clock-hours daily to all students.
 - A) The State Superintendent's approval shall be requested before the beginning of the school year.
 - B) The school district's request shall include a copy of the minutes of the meeting at which the board of education approved the plan for multiple sessions; a plan for remedying the situation leading to the

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

request; and a daily schedule showing that each student will be in class for at least four clock-hours.

- C) Requests for extensions of the State Superintendent's approval shall be made annually prior to the opening of school.
- 2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.
 - 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
 - A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.
 - B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
 - C) All teachers hold certificates which are registered with the Regional Superintendent for their county of employment. Other than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction is held by all teachers.
 - 4) Attendance for General State Aid Purposes
 - A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

two clock hours of school work but less than four clock hours may be counted for a half day of attendance.

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

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

- h) Local boards of education shall establish and maintain kindergartens for the instruction of children (Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).
 - 1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.
 - 2) If a school district ~~that~~ ~~which~~ establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, such students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.
 - A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.
 - C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.
- i) Career Education
 - 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.
 - 2) Every district shall initiate a Career Awareness and Exploration Program which should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.
 - j) Co-Curricular Activities
 - 1) Programs for extra classroom activities shall provide opportunities for all students.
 - 2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.
 - k) Consumer Education and Protection
 - 1) A program in consumer education may include the following topics: the individual consumer in the marketplace, money management, consumer credit, human services--housing, food, transportation, clothing, health services, drugs and cosmetics, recreation, furnishings and appliances, insurance, savings and investments, taxes, and the consumer in our economy.
 - 2) The superintendent of each unit or high school district shall maintain evidence showing ~~which shows~~ that each student has received adequate instruction in consumer education or has demonstrated proficiency by passing the Consumer Education Proficiency Test as required by law

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Section 27-12.1 of the School Code [105 ILCS 5/27-12.1]) prior to the completion of the 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

- 3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system.
 - 4) Each district may use as a guideline the information set forth in "Consumer Education in Illinois Schools" issued by the State Board of Education.
 - 5) Teachers instructing in consumer education courses shall have proper certification for the position to which they are assigned with at least three semester hours in consumer education courses.
- l) Conservation of Natural Resources
- 1) *In every public school district there shall be instruction, study and discussion of current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals* (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).
 - 2) It is recommended that the study of conservation also include energy demands, population growth and distribution, food production, transportation systems, solid waste disposal, and noise abatement.
- m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.
- n) Health Education

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Each school system shall be in compliance with rules for Comprehensive Health Education (23 Ill. Adm. Code 253) issued pursuant to the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

- 1) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.
- 2) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.
- 3) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

o) Media Programs

Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school. The "Recommended Standards for Educational Library Media Programs" (Revised 1986) is suggested as a guide for program development.

p) Physical Education

- 1) Appropriate activity related to physical education shall be required of all students each day (Section 27-6 of the School Code [105 ILCS 5/27-6]). The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.
- 2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.
- 3) If a district determines that it is difficult to implement a program of physical education which involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) *The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).*
- 5) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).*
- 6) Pursuant to Section 27-6 of the School Code [105 ILCS 5/27-6], a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 [225 ILCS 60] shall be excused from participation in physical education. Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem “appropriate” for this purpose, which shall include but need not be limited to reliance upon religious prohibitions. For each type of excuse that will be considered “appropriate”, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.
- 7) In addition, pursuant Pursuant to Section 27-6(b) of the School Code, each school board which chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have such policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.

q) Pupil Personnel Services

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Guidance and Counseling Needs;
 - 2) Psychological Needs;
 - 3) Social Work Needs;
 - 4) Health Needs.
- r) Social Sciences and History

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

- 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in our world (Section 27-21 of the School Code [105 ILCS 5/27-21]);
- 2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);
- 3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);
- 4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);
- 5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]); and
- 6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. Such eye protective devices shall meet the nationally accepted standards set forth in "Practice for Occupational and Educational Eye and Face Protection," ANSI Z87.1-1989, issued by the American National Standards Institute, Inc., 1430 Broadway, New York, NY 10018. No later additions or amendments to these standards are incorporated by this rule.

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

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

(Source: Amended at 28 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 1.440 Additional Criteria for High Schools

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 14) Vocational Education--Job Entry Skill Development
- b) The daily program should be organized so as to afford each student easy access to the instructional materials center, the counselor, program of extracurricular activities, and teacher-student conferences.
 - c) No teacher ~~shall~~ ~~should~~ have more than five different preparations.
 - d) Each teacher should have time to conduct student conferences and plan for instructional programs.
 - e) Driver Education and Safety
 - 1) School districts maintaining grades 9-12 shall provide instruction in compliance with Sections 27-23 and 27-24 of the School Code [105 ILCS 5/27-23 and 27-24] and rules governing Driver Education (23 Ill. Adm. Code 252).
 - 2) Such a course shall consist of at least 30 clock-hours of classroom instruction and at least six clock-hours of practice driving in a dual control car. Eight clock-hours of instruction on a multiple car range may be allowed in lieu of four clock-hours of instruction in a dual control car, and twelve clock-hours of instruction in driving simulators may be allowed in lieu of three clock-hours of instruction in a dual control car if prior approval is obtained.
 - 3) Strong emphasis shall be provided to establish and promote essential knowledge, correct habits, fundamental skills, proper attitudes, and a sound understanding of the rules and laws necessary for safe driving.
 - 4) Such a driver education course may include classroom instruction on the safety rules and operation of motorcycles or motor-driven cycles.
 - f) Specific minimum requirements for graduation are listed below.
 - 1) 16 units in grades 9-12 if a four-year school and 12 units in grades 10-12 if a three-year high school.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) In either of the above, one unit shall be in American History or American History and Government. In a four-year high school, three units shall be in Language Arts and, in a three-year high school, two units shall be in Language Arts. In either instance emphasis shall be on reading and writing skills while one-half unit may be in oral communication.
- 3) American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to advanced study of this subject (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]). No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.
- g) Pursuant to Section 27-22 of the School Code [105 ILCS 5/27-22], students who enter the 9th grade, except ~~handicapped~~ students with disabilities whose course of study is determined by an individualized education program, must successfully complete the following courses, subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma in addition to the applicable requirements of subsection (f) of this Section ~~above~~ and any requirements imposed by the local school district.
 - 1) *three years of language arts;*
 - 2) *two years of mathematics, one of which may be related to computer technology;*
 - 3) *one year of science;*
 - 4) *two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and*
 - 5) *one year chosen from*
 - A) *music,*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) *art,*
 - C) *foreign language, which shall include American Sign Language, or*
 - D) *vocational education.*
- h) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the graduation requirements set forth in subsection (g) of this Section above, provided that its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.
- i) It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.
- j) Additional requirements for graduation may be adopted by local boards of education. Boards of education may accept courses completed in a community college toward graduation.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section 1.610 Personnel Required to be Qualified ~~Public School Districts~~

All professional employees of public schools and school districts shall be properly certified as required by Section 21-1 of the School Code [105 ILCS 5/21-1]. No one shall teach or supervise in a public school unless that individual holds a certificate of qualification for the position to which that individual has been assigned, or unless the requirements of 23 Ill. Adm. Code 25.464 have been met. (See Appendices A and B of this Part.) Schools' and districts' compliance with these requirements shall be a factor in their recognition status, as discussed in Section 1.20 of this Part.

- a) No one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, a citizen of the United States or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

legally present and authorized for employment and at least 19 years of age (Section 21-1 of the School Code [105 ILCS 5/21-1]).

- b) A person not a citizen of the United States but who meets the other requirements of subsection (a) ~~of this Section above~~ may be issued a certificate valid for teaching or supervising in all grades of the common schools. *An applicant for a certificate who is not a citizen of the United States must sign and file with the State Board of Education a letter of intent indicating that either within 10 years after the date that the letter is filed or at the earliest opportunity after the person becomes eligible to apply for U.S. citizenship, the person will apply for U.S. citizenship.* (Section 21-1 of this School Code) ~~Such a person shall have graduated with not fewer than 120 semester hours (or the equivalent as approved by the State Superintendent of Education) of credit from a recognized institution of higher learning and shall meet other requirements determined by the State Superintendent of Education in consultation with the State Teacher Certification Board.~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.620 Accreditation of Staff (Repealed)

~~To be a fully recognized school or school district, all professional staff members shall be properly certified in accordance with Section 21-1 of The School Code. No one shall teach or supervise in a public school unless that individual holds a certificate of qualification for the position to which that individual has been assigned. See Appendices A and B for further information.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 1.630 Noncertificated Personnel

- a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], ~~school~~ ~~School~~ boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils ~~(The School Code, Sections 10-22.34 and 34-18(9)).~~
- b) Paraprofessionals; Teacher Aides

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) School boards may further utilize volunteer noncertificated personnel or employ noncertificated personnel as paraprofessionals (or “teacher aides”) to assist in the instruction of pupils under the immediate supervision of a teacher holding a valid certificate, directly engaged in teaching subject matter or conducting activities (see Sections The School Code, Section 10-22.34 and 34-18 34-18(9) of the School Code).
- 2) ~~Teacher aides, except in school districts over 500,000, shall hold an approval form issued by the State Teacher Certification Board. Approval is based upon 30 semester hours of college training or completion of an approved Teacher Aide Program as stated in 23 Ill. Adm. Code 25 (Certification).~~ Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that a paraprofessional first employed on or before June 30, 2004, in a program serving students with disabilities shall be subject to this requirement as of July 1, 2007.
- 3) Each paraprofessional shall be under the direct supervision and control of a fully certificated teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully certificated teacher. The certificated teacher shall be continuously aware of the paraprofessional’s activities, i.e., the teacher shall be responsible for controlling the paraprofessional’s activities and shall be able to modify them at any time.
- 4) Paraprofessionals shall not be utilized as substitutes for or replacement of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgment when assigning duties to paraprofessionals and shall retain the responsibility for determining students’ scholastic activities.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 5) Each school district shall:
- A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;
 - B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval and evidence that he or she has met the relevant requirements of 23 Ill. Adm. Code 25.510; and
 - C) be responsible for ensuring that no individual is employed as a paraprofessional without a statement of approval except as permitted under subsection (b)(2) of this Section and that paraprofessionals are assigned only to tasks for which their approval is valid.
- c) School boards may designate noncertificated persons of good character to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the schools (~~see The School Code~~, Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]).
- d) School boards may utilize noncertificated persons, under the direction of a certified teacher, for providing specialized instruction related to a course assigned to the certified teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified or skilled (~~The School Code~~, see Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b]).
- e) Needed and necessary noncertificated personnel in special education programs under contract to the local board of education shall be governed by 23 Ill. Adm. Code 226 (Special Education).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 1.640 Requirements for Different Certificates (Repealed)

~~Requirements for the different types of certificates may be secured from the regional superintendents or the State Teacher Certification Board, 100 North First Street, Springfield, Illinois 62777-0001.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 1.650 Transcripts of Credits

~~Official transcripts of credits earned are issued by institutions of higher education learning. In determining whether an individual meets the requirements for a particular assignment, a school district shall not rely upon any transcript that does not bear ~~No transcript of credits will be accepted by a Regional Superintendent, the State Teacher Certification Board, or the State Board of Education unless it bears the seal and the signature of the responsible officer of the institution issuing the transcript.~~~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.660 Records of Professional Personnel

~~The school district shall maintain records for all professional personnel, as well as teacher aides, currently employed by the district. In addition to the individual's name, the record for each professional employee shall contain at least the copies of official transcripts required by Section 24-23 of the School Code [105 ILCS 5/24-23] and relevant health records, including the verification of freedom from tuberculosis required by Section 24-5 of the School Code [105 ILCS 5/24-5]. Each employee's record may also contain other relevant items ~~These records shall contain the following information:~~~~

- ~~a) the individual's name; (Section 24-23, The School Code)~~
- ~~b) copy of official, up-to-date transcripts; (Section 24-23, The School Code)~~
- ~~c) health records, including verification of freedom from tuberculosis; (Section 24-5, The School Code)~~
- ~~d) other items, such as verification of past teaching experience, salary schedule placement, and accumulated sick leave.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART G: STAFF QUALIFICATIONS

Section 1.705 Minimum Requirements for Teachers (Repealed)

- a) ~~The minimum requirements for teaching at a specific grade level or in a subject area are set forth in this Subpart.~~
- b) ~~Where the requirements in Section 1.730 of this Part are specifically enumerated for teaching a subject they shall supersede the requirements in Section 1.710 of this Part.~~
- e) ~~Quarter hour and other credit hour award systems (e.g., a unit award system) shall be translated into semester hours for purposes of this Subpart.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 1.710 ~~Minimum~~ Requirements for Elementary Teachers

- a) Each elementary teacher shall hold a valid certificate for the grade level or levels to be taught.
- b) Each elementary teacher first assigned to an elementary position on or after September 1, 1978, shall have formal training in each basic instructional area to be taught. ~~This regulation shall apply only to those individuals first assigned to an elementary position on or after September 1, 1978.~~
- c) The endorsement for self-contained general education shall be issued when an individual whose application is received on or before September 30, 2004, demonstrates that he or she has completed the coursework listed in this subsection (c) and passed the test of subject matter knowledge or content-area test and, if he or she has not already passed the test of basic skills and received a certificate based on it, that test as well. For applications received on or after October 1, 2004, the requirements of 23 Ill. Adm. Code 25.100(g) shall apply. For purposes of receiving an endorsement in self-contained general education on an elementary certificate received by splitting a special certificate (see Section 21-4 of the School Code [105 ILCS 5/21-4] and 23 Ill. Adm. Code 25.99(f) and Appendix C

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~(the State Board's rules for Certification)), "formal training" means one course in each of the following areas:~~

- 1) A) Language Arts
- 2) B) Mathematics
- 3) C) Science
- 4) D) Social Science
- 5) E) Physical Education
- 6) F) Health
- 7) G) Fine Arts
- 8) H) General Elementary Teaching Methods
- 9) I) Elementary Reading Teaching Methods

d) Beginning July 1, 2004, no teacher may be assigned to teach self-contained general education at the elementary level unless he or she holds a certificate valid for the grade level or levels to be taught and:

- 1) holds the applicable endorsement; or
- 2) was previously assigned to teach self-contained general elementary education in Illinois based on having met the requirements of this Subpart G that were applicable to that assignment at the time (i.e., the teacher qualified for the relevant endorsement but did not apply for it) and served in such an assignment for at least two full semesters; or
- 3) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

e) Assignments in reading at the elementary level shall be subject to the provisions of Section 1.745 of this Part.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) Additional requirements may apply to holders of elementary certificates who teach in grades 5 through 8; see Section 1.720 of this Part.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.720 ~~Minimum~~ Requirements for Teachers of Middle Grades

- a) The requirements of this Section apply to teachers first employed after September 1, 1973, in departmentalized grades 5 through 8 ("middle-grade teachers"). Teachers first employed in grades 5 through 8 prior to September 1, 1973, or employed in non-departmentalized grades 5 through 8, are subject to the requirements of Section 1.710 of this Part. To qualify as a middle-grade teacher, the teacher must have either completed the coursework identified in subsection (a)(1) (a) of this Section prior to July 1, 1997, or completed the coursework identified in subsection (a)(2) (b) of this Section. In mathematics, some subject matter areas there is specific coursework which must be included among the 18 semester hours to be earned; see subsection (a)(3) of this Section. ~~These requirements are set forth under the relevant subject matter heading in Section 1.730 of this Part.~~
- a) 1) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board's rules for Certification (23 Ill. Adm. Code 25) applies. Where a teacher is assigned to deliver instruction in two areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 5 semester hours in the other instructional area.
- b) 2) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.86 of the State Board's rules for Certification applies. Where a middle-grade teacher is assigned to deliver instruction in two areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection for one area and have no fewer than 9 semester hours in the other instructional area. In addition:
- 4) A) 3 semester hours of coursework, approved by the college of

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

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

A) Math content courses for elementary teachers;

B) Calculus;

C) Modern algebra or number theory;

D) Geometry;

E) Computer science;

F) Probability and statistics;

G) History of mathematics.

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) holds a middle-grades endorsement applicable to the subject area; or
- 2) meets the relevant requirements of this Section; or
- 3) was previously assigned to teach in that field in Illinois based on having met the requirements that were applicable to that assignment at the time (i.e., the teacher qualified for the applicable endorsement but did not apply for it) and served in such an assignment for at least two full semesters; or
- 4) meets the requirements of Section 1.745 of this Part, if applicable; or
- 5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004

The provisions of this Section not already superseded by Section 1.735 or 1.736 of this Part are replaced by Section 1.737 of this Part as the minimum requirements for assignments beginning July 1, 2004. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the operable requirements of this Section shall continue as the basis for issuance of the respective endorsements for all applications received through September 30, 2004. Each subsection of this Section applies only to secondary teachers in the respective subject matter area, unless specific requirements for teachers in grades 6 through 8 are set forth.

a) Agriculture (Grades 9 through 12)

The requirements set forth in this subsection (a) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(a) of this Part shall take effect.

- 1) 24 hours in the field, including an appropriate distribution in the following areas, plus preparation in the specific course taught.
 - A) Agricultural Production

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) Agricultural Mechanics
 - C) Agricultural Supplies, Services and Products
 - D) Horticulture
 - E) Agricultural Resources and Forestry
- 2) If special courses are taught in this field, 8 semester hours are required for each course taught.
- b) Art (Grades 9 through 12)
- 24 semester hours in the field, including an appropriate distribution in:
- 1) Painting, drawing, printmaking
 - 2) Sketching, lettering, jewelry, design, silkscreen
 - 3) Pottery and sculpture
 - 4) Constructional design
 - 5) Art education
 - 6) History and appreciation of art
- c) Aviation-Aerospace Education (Grades 9 through 12)
- 1) General Aviation and/or Aerospace Education
 - A) Completion of an approved aerospace education workshop course. 5 hours of flight orientation or familiarization within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.
 - B) If the material that is being taught is strictly sociological in nature, the flight orientation requirement may be minimal. If the material

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

that is being taught emphasizes astrosience, the teacher should have at least one college course in astronomy.

- 2) Aviation Science Course
 - A) (Based upon a preflight course leading to completion of the FAA private pilot's written examination.)
 - B) A valid FAA private pilot's license or higher, or a valid FAA ground school instructor's certificate and 10 hours of flight orientation or familiarization in the general aviation category aircraft within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.

- d) Business Education (Grades 9 through 12)
 - 1) The requirements set forth in this subsection (d) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(b) of this Part shall take effect.
 - 2) 24 semester hours in the field, which shall include a specialized methods course with the following minimum qualifications for the subject matter areas or course taught:
 - A) Typing

6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the typewriting sequence.
 - B) Shorthand and Transcription

6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the shorthand-transcription sequence.
 - C) Bookkeeping, accounting, record keeping

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

6 semester hours in accounting and a course in data processing, or a statement of equivalency from the institution granting the degree.

D) Business law

3 semester hours of business law.

E) Distributive subjects; i.e. marketing, retailing, distributive education

8 semester hours covering at least two of the following: sales, retailing, advertising, principles of marketing.

F) Business arithmetic

2 semester hours in business mathematics or 6 semester hours in accounting.

G) Office practice, secretarial practice, clerical practice, or office machines

2 semester hours in coursework which includes the operation of the office machines taught in the secondary school course and qualifications for teaching whichever of the following is part of the course: typewriting, shorthand, bookkeeping (see subsections (d)(2)(A), (B), and (C) above).

H) Basic business, general business, introduction to business, business principles

3 semester hours of consumer education; 3 semester hours of economics and at least 4 semester hours in any two of the following areas: business law, introduction to business marketing, management, or a methods of teaching basic business.

I) Business English

2 semester hours in business English, business correspondence, business communications, or business writing.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

J) Business economics

8 semester hours in the area of economics, finance, financial management, or marketing, including at least one course in principles of economics.

K) Data processing

5 semester hours in data processing or the equivalent.

e) Language Arts--English (Grades 9 through 12)

24 semester hours in the field, including 6 semester hours in rhetoric and composition and not more than 8 semester hours in speech and journalism. To teach grammar, American Literature, English Literature, reading or dramatics, the English teacher must have one course in the subject.

f) Journalism (Grades 9 through 12)

8 semester hours in journalism and 16 semester hours in English, or 18 semester hours in journalism and 6 semester hours in rhetoric and composition.

g) Speech (Grades 9 through 12)

8 semester hours in speech selected from at least three of the following four areas: public speaking, interpersonal communication, oral interpretation, and group discussion; and 16 semester hours in English or 18 semester hours in speech, selected from the four areas listed above, and 6 semester hours in rhetoric and composition.

h) Foreign Language (Grades 9 through 12)

20 semester hours in the language.

No credit may be allowed for high school language, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript, in which case 1 semester hour may be allowed for each unit of high school language, not to exceed 4 semester hours.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

i) Health Education (Grades 9 through 12)

The requirements described in this subsection (i) shall remain in force through June 30, 1994. Thereafter, the requirements set forth in Section 1.736(a) of this Part shall take effect.

- 1) 20 semester hours in the field
- 2) Required Health Education Component -- One course from each of the following areas to total 10-14 semester hours:
 - A) Advanced Concepts of Health
 - B) Programs in School Health
 - C) Programs in Community Health
 - D) Curriculum Development and Evaluation in Health Education
- 3) Additional Health Education Components-- One course from at least three of the following areas to total 6-10 semester hours:
 - A) The Growing and Developing Organism
 - B) Ecological Relationships
 - C) Disease Control
 - D) Human Sexuality and Family Life
 - E) Food Practices and Eating Patterns
 - F) Consumer Health Sources and Resources
 - G) Safety
 - H) Mood-Modifying Substances

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

I) Personal Health Practices

J) Mental-Emotional Health

j) Health Occupations (Grades 9 through 12)

The requirements set forth in this subsection (j) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(c) of this Part shall take effect.

- 1) 24 semester hours in a health occupations specialty (e.g. medical laboratory, nursing, radiologic technology, inhalation therapy)
- 2) Graduation from an approved technical-level program in a specific health field with a minimum of 2,000 hours of post-graduate practical work experience in the health specialty in which trained.
- 3) Shall be certified, licensed or registered in the health occupations specialty.

k) Home Economics Education (Grades 9 through 12)

The requirements set forth in this subsection (k) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(d) of this Part shall take effect.

- 1) 24 semester hours in the field, including work in some of the following areas, plus preparation in the specific teaching area.
 - A) Human Development (includes prenatal, child, adolescent and adult development and care)
 - B) Interpersonal and Family Relationships
 - C) Consumer Education and Home Management
 - D) Nutrition and Food
 - E) Housing, Home Furnishings and Equipment

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F) Clothing and Textiles

- 2) To teach a special course in any of the above areas, 8 semester hours are required in the area to be taught.

l) Industrial Arts (Grades 9 through 12)

The requirements set forth in this subsection (l) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(e) of this Part shall take effect.

- 1) 24 semester hours in the field, including work in each shop subject to be taught.
- 2) To teach a unit shop, the teacher shall have 8 semester hours in the subject taught.

m) Mathematics

- 1) In grades 9-12

25 semester hours in the field, including:

- A) a minimum of 8 semester hours from calculus,
- B) 3 semester hours of coursework in the teaching of secondary school mathematics; and
- C) 14 semester hours of work from at least four of the following areas:
 - i) Computer Science
 - ii) Linear Algebra
 - iii) Modern Algebra
 - iv) Geometry

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- v) Applied mathematics
 - vi) Probability and statistics
 - vii) History of mathematics
- 2) In grades 6-8
- 18 semester hours in the field including:
- A) 3 semester hours in the methods of teaching mathematics in grades 6-8
 - B) 15 semester hours to be selected from four of the following areas:
 - i) Math content courses for elementary teachers
 - ii) Calculus
 - iii) Modern algebra or number theory
 - iv) Geometry
 - v) Computer Science
 - vi) Probability and statistics
 - vii) History of mathematics
- 3) The requirements of Section 1.730 (m) are not applicable to personnel employed prior to September 1, 1985.
- n) Music (Grades 9 through 12)
- 1) Vocal
- 24 semester hours in the field, including:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- A) Applied vocal music
 - B) Music theory
 - C) Conducting
 - D) History of music
 - E) Methods and materials for general school vocal music
- 2) Music--Instrumental
- 24 semester hours in the field, including:
- A) Applied instrumental music
 - B) Music theory
 - C) Conducting
 - D) Methods and materials for general school instrumental music
- 3) These standards do not apply to those individuals employed prior to September 1, 1978.
- o) Physical Education (Grades 9 through 12)

The requirements described in this subsection (o) shall remain in force through June 30, 1994. Thereafter, the requirements set forth in Section 1.736(b) of this Part shall take effect.

- 1) 20 semester hours in the field which shall include the following:
 - A) 5 semester hours to be selected from at least two of these areas:
 - i) Anatomy
 - ii) Physiology

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iii) Kinesiology
- iv) Physiology of exercise
- B) One course from each of the three areas below to total 5 semester hours:
 - i) Dance and/or rhythmic activities
 - ii) Individual-dual activities
 - iii) Team sports
- C) 10 semester hours to be selected from at least three of the four areas listed below:
 - i) Instructional methods for physical education
 - ii) Curriculum design for physical education
 - iii) Physical Education for the atypical child (optional, but strongly recommended)
 - iv) Physical education for the elementary school (required for elementary school; optional, but strongly recommended for secondary school)
- 2) This standard does not apply to those individuals employed prior to September 1, 1978.
- p) Psychology (Grades 9 through 12)
20 semester hours in the field
- q) Safety and Driver Education (Grades 9 through 12)
16 semester hours in the field, including preparation as follows:
 - 1) 3 semester hours in general safety

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) 5 semester hours in driver education and advanced traffic safety
 - 3) 8 semester hours chosen from two or more of the following areas:
 - A) General safety, including traffic and industrial safety
 - B) Advanced psychology and sociology
 - C) First aid and health education
 - D) Instructional materials
 - 4) Teachers assigned to either simulation or multiple-car programs shall have preparation in the use of these methods which shall consist of a minimum of 1 semester hour or its equivalent in each area.
- r) Science, Biological (Grades 9 through 12)
- 24 semester hours in the field, including the semester hours indicated in the subject to be taught
- 1) Biology
8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work. 10 semester hours laboratory work in biology satisfies the laboratory requirement.
 - 2) Botany
8 semester hours including 5 semester hours in laboratory work.
 - 3) Physiology
8 semester hours
 - 4) Zoology

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

8 semester hours in zoology including 5 semester hours in laboratory work.

s) Science, Physical (Grades 9 through 12)

24 semester hours in the field, including the semester hours indicated in the subject to be taught:

- 1) Astronomy--5 semester hours
- 2) Chemistry--10 semester hours including 4 semester hours in laboratory work
- 3) Geology--8 semester hours
- 4) Physics--10 semester hours including 4 semester hours in laboratory work
- 5) Physiography--5 semester hours
- 6) Aerospace--5 semester hours
- 7) Earth science--8 semester hours
- 8) In astronomy, geology, and earth science, it is recommended that field experiences be included as part of the hourly requirements. In addition, it is recommended that a teacher of astronomy, chemistry, or physics have the minimum preparation required of a mathematics teacher.

t) Science, General (Grades 9 through 12)

24 semester hours in the field including:

- 1) Physical science--8 semester hours
- 2) Biological science--8 semester hours

u) Social Studies (Grades 9 through 12)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

24 semester hours in the field, including the semester hours indicated in each subject to be taught:

- 1) United States History--8 semester hours
 - 2) Civics, Political Science--8 semester hours
 - 3) Economics--8 semester hours
 - 4) Geography--8 semester hours
 - 5) Sociology--8 semester hours
 - 6) World History--8 semester hours in World History, 5 semester hours in U.S. History
 - 7) Anthropology--5 semester hours
 - 8) Every history teacher shall have 16 semester hours in history.
- v) Vocational Education (Reimbursable Training Programs, Grades 9 through 12)

All instructional personnel and coordinators shall hold a valid teaching certificate. The requirements set forth in this subsection (v) shall remain in force through June 30, 1991. Thereafter, the requirements set forth in Section 1.735(f) of this Part shall take effect.

- 1) Instructional Personnel--The requirements for instructional personnel in reimbursable programs in the five areas of Industrial-Oriented, Applied Biological and Agricultural, Home Economics, Health Occupations, and Business, Marketing and Management are:
 - A) A minimum of 2,000 hours of employment experiences in the occupational specialty to be taught.
 - B) The district may employ an individual who does not meet the provisions of subsection (v) (1) (A) above, providing the employment experience requirement will be met within four (4) years from the date of employment by: 2,000 hours of

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

employment experience in the occupational specialty to be taught or a combination of work experience and directed occupational experience. Options of this paragraph must be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.

- C) For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is mandated.

2) Cooperative Teacher Coordinator

Professional competencies for specialized cooperative occupational education:

A) Occupational Education

Teacher-coordinators of specialized cooperative education in any one of the following areas:

- i) Agriculture and Agri-Business
- ii) Business and Office
- iii) Distributive Education
- iv) Health Occupations
- v) Home Economics and Related Occupations
- vi) Industrial Oriented Occupations Cooperative Work Training

- B) To be approved, an individual shall possess 16 semester hours in the field, which shall include a methods course in the occupational specialized area; in addition, 6 semester hours in the area of organization and administration of cooperative occupational education, coordination in techniques, and individualized instructional methodology. In addition, the coordinator shall

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

possess a minimum of: 2,000 hours of employment experience in the occupational specialty to be taught, or complete a directed occupational experience in the appropriate specialized area, equivalent to the 2,000 hour employment requirement, or complete a combination of employment experience and directed occupational experience equivalent to the 2,000 hour employment experience requirement within four (4) years from date of initial employment as a coordinator. The latter two of these three options shall be submitted in detail in the district's One and Five Year Plan for occupational education and are subject to approval.

3) Special Needs Cooperative Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as Work Experience and Career Exploration Program, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (v)(2) of this Section (except that the 16 semester hours in occupational education shall be waived).

4) Interrelated Cooperative Occupational Teacher Coordinator

Coordinators of interrelated cooperative education shall meet certification standards in at least one of the occupation areas listed above and meet the requirement of subsection (v)(2) above.

5) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

6) The requirements of subsection (v) are not applicable to personnel employed prior to September 1, 1978.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.735 Requirements to Take Effect from ~~on~~ July 1, 1991, through June 30, 2004

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

The requirements of this Section shall apply only to personnel employed on or after July 1, 1991, and shall be replaced beginning July 1, 2004, as the minimum requirements for the respective assignments by the applicable provisions of Section 1.737 of this Part. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the requirements of this Section shall continue as the basis for issuance of the respective endorsements for all applications received through September 30, 2004. For the purposes of this Section, the term "upper-division level" refers to coursework normally offered to students by postsecondary educational institutions during their junior or senior year. The term "preparation level" means courses usually taught during the junior or senior year of high school.

- a) Agricultural Education (Grades 9 through 12)
 - 1) Twenty-four (24) semester hours, to include:
 - A) A vocational/occupational education methods course at the upper-division level.
 - B) Twelve (12) semester hours, including at least one course in each of the following areas:
 - i) Agricultural Exploration/Orientation - agricultural careers, supervised occupational experience programs, adult education in agriculture, agricultural leadership;
 - ii) Agricultural Entrepreneurship - agricultural merchandising, agricultural business procedures, agricultural economics, computer applications in agriculture;
 - iii) Agricultural Natural Sciences - animal science, plant science, soil science;
 - iv) Agricultural Physical Science/Mechanization - servicing small engines, surveying, electrical wiring, building agricultural structures.
 - C) A minimum of one concentration (9 semester hours in addition to the 12 semester hours listed in subsection (a)(1)(B) above) in one of the following endorsement areas:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) Agricultural Business and Management - agricultural commodity and product marketing, financing agricultural businesses, agricultural business management, computerization in agriculture, producing, processing, promoting and selling agricultural products;
 - ii) Agricultural Power and Machinery - gasoline and diesel power units, field machinery, electric motors and controls, hydraulic systems, power transmission systems;
 - iii) Horticulture - floriculture, vegetable and fruit production, landscaping and turf management, nursery and greenhouse operation and management; or
 - iv) Agricultural Resources - agricultural conservation, recreation management, forestry production and management, game and wildlife management.
- 2) To provide instruction at the preparation level, teachers must hold an endorsement that corresponds to their area of instruction.
 - 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- b) Business, Marketing, and Management (Grades 9 through 12)
 - 1) Twenty-four (24) semester hours, to include:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) A vocational/occupational education methods course at the upper-division level.
- B) Twelve (12) semester hours, including at least one course in each of the following areas:
 - i) Business Exploration/Orientation - business management, survey of business, business and its environment, business principles;
 - ii) Business Computer Applications - microcomputer applications, data processing, management information systems, introduction to data processing/computers;
 - iii) Business Communications - business English, business communications, business report writing, business correspondence;
 - iv) Business Mathematics - quantitative methods of business, finance, mathematics for business, statistics or one (1) year of college mathematics.
- C) A minimum of one concentration (9 semester hours in addition to the 12 semester hours listed in subsection (b)(1)(B) above) in one of the following endorsement areas:
 - i) Accounting - accounting, financial accounting, managerial accounting, or finance, with one course in the upper division;
 - ii) Basic Business - economics, survey of business, business law, entrepreneurship, consumer education or upper-division course(s) in management and/or marketing;
 - iii) Information Processing - microcomputer applications, introduction to computers, including the terminal course in the word processing and/or typewriting sequence, and one upper-division course in office administration/information management;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iv) Information Processing/Secretarial - microcomputer applications, introduction to computers including one upper-division course in office administration/information management, the terminal course in the word processing and/or typewriting sequence and the terminal course in a shorthand system;
 - v) Business Computer Programming/Systems - business computer programming, microcomputer applications, systems analysis, including one upper-division management information system (MIS), systems analysis, or business computer programming course; or
 - vi) Marketing - upper-division courses in advertising, sales, retailing, marketing, wholesaling, consumer behavior, entrepreneurship.
- 2) Business, Marketing and Management teachers who hold a Business, Marketing and Management endorsement may teach an orientation/exploratory composite course which addresses a variety of subject areas in Business, Marketing and Management Occupations. To provide instruction in a specific subject, teachers must hold the endorsement that corresponds to the area of instruction, as identified in subsection (b)(1)(C) of this Section.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

c) Health Occupations (Grades 9 through 12)

Twenty-four (24) semester hours, to include:

- 1) A vocational/occupational education methods course at the upper-division level.
- 2) Twelve (12) semester hours, including at least one course in each of the following areas:
 - A) Introduction to Health Occupations - introduction to various health professions, education requirements, licensure/registration/certification, career mobility, job market, technologies and other information;
 - B) Principles and Philosophies of Vocational Education - nature and purpose of vocational, occupational and career education, their relationships and differences, and the place of each in preparing for the world of work;
 - C) Occupational Analysis and Curriculum Development - upper-division course in a systems approach to curriculum development and instruction methods utilized in vocational and occupational education. Includes analyzing operations and jobs, specifying objectives, and developing curriculum;
 - D) Occupational Internship - upper-division course(s) of experiential activities which are based upon required occupational skills and knowledge and are related to health occupations.
- 3) Endorsement
 - A) In addition to the 12 semester hours listed in subsection (c)(2) above, licensure, registration or certification is required in one health occupations specialty, e.g., respiratory therapy, radiology, medical records technology, medical assisting, nursing or other health occupation.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- d) Home Economics (Grades 9 through 12)
- 1) Twenty-four (24) semester hours, to include:
 - A) A vocational/occupational education methods course at the upper-division level.
 - B) Twelve (12) semester hours, to include one course in four of the six following areas:
 - i) Human Development, Child Development - human, prenatal, child, adolescent growth and development and care, adult care, gerontology, administration of child care programs, instructional activities and materials for preschoolers;
 - ii) Interpersonal and Family Relationships and Parenting - interpersonal and family relationships, family life, adult living, family dynamics, parenting, human relationships;
 - iii) Consumer and Resource Management - family finance, consumer education, consumer economics, consumer management, resource management, home management;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iv) Housing, Interior Furnishings, Living Environments - home furnishings, interior design, household equipment, basic design, living environments, housing;
 - v) Food and Nutrition, Food Service, Hospitality - foods and nutrition, food preparation, quantity food preparation, food sanitation, hospitality management, food management, therapeutic nutrition;
 - vi) Clothing, Textiles, Fashion - clothing selection, clothing construction, costume design, history of fashion, apparel merchandising, textiles selection.
- C) A minimum of one concentration (9 semester hours in addition to the 12 hours listed in subsection (d)(1)(B) above) in the endorsement areas of:
- i) Child and Day Care Services - 9 semester hours, to include 6 from subsection (d)(1)(B)(i) above and 3 from subsection (d)(1)(B)(ii) above;
 - ii) Food and Nutrition Services - 9 semester hours from subsection (d)(1)(B)(v) above;
 - iii) Fashion and Clothing Services - 9 semester hours from subsection (d)(1)(B)(vi) above;
 - iv) Interior Furnishings Services/Living Environments - 9 semester hours, to include 6 from subsection (d)(1)(B)(iv) above and 3 from subsection(s) (d)(1)(B)(iii) and/or (vi) above;
 - v) Institutional and Home Management Services - 9 semester hours, including one course from four of the areas listed in subsections (d)(1)(B)(i) through (v) above;
 - vi) Consumer Education and Resource Management - 9 semester hours, to include 6 from subsection (d)(1)(B)(iii)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

above and the remainder from subsection (d)(1)(B)(i), (ii), (iv), (v), or (vi) above; or

- vii) Interpersonal, Family Relationships, Parenting - 9 semester hours, to include 6 from subsection (d)(1)(B)(ii) above and 3 from subsection (d)(1)(B)(i) above.
 - 2) Home Economics teachers who hold a Home Economics endorsement may teach an orientation/exploratory composite course which addresses a variety of subject areas in Home Economics Occupations. To provide instruction in a specific subject, teachers must hold the endorsement that corresponds to the area of instruction, as identified in subsection (d)(1)(C) above.
 - 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in the specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- e) Industrial Technology Education (Grades 9 through 12)
- 1) Twenty-four (24) semester hours, to include:
 - A) A vocational/occupational education methods course at the upper-division level.
 - B) Twelve (12) semester hours of laboratory-based courses in industrial technology, including at least one course in each of the following content areas:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) Communication Technology - design and drafting, broadcasting, computers in communication, photography, graphic arts, telecommunications;
 - ii) Production Technology - managing the enterprise, materials and processes, research and development, producing, marketing, servicing in the manufacturing/construction enterprise;
 - iii) Transportation Technology - material handling conveyors, space transportation, atmospheric transportation, marine transportation, terrestrial transportation;
 - iv) Energy Utilization Technology - energy conversion, solar resources, wind and water resources, fossil fuels, nuclear energy resources, energy conservation.
- C) A minimum of one concentration (9 semester hours of laboratory-based courses in addition to the 12 semester hours listed in subsection (e)(1)(B) above) in one of the following endorsement areas:
- i) Construction - carpentry, building maintenance, residential and commercial, electricity, painting, plumbing, cement and brick masonry, drywall application and roofing;
 - ii) Electronics - computer repair, radio and television repair, small appliance repair, electrical and electronic instrument repair, electromedical equipment repair, communication equipment installation and repair;
 - iii) Graphic Communications - press operation, composition and typesetting, commercial art, lithographic press operation, platemaking, photography, printing camera operation;
 - iv) Transportation - small gasoline engine repair, aircraft mechanical systems repair, automobile engine repair, diesel

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- engine repair, automobile and truck mechanical systems repair, motor vehicle repair;
- v) Manufacturing - machine tool operation, tool and die making, sheet metal fabrication, welding and metal fabrication, production cabinet making, plastics-forming and fabrication, machinery maintenance, automated manufacturing equipment set-up and maintenance, numerical control machine operation, computer numerical control machine operation;
 - vi) Industrial Technology - mechanical systems, hydraulic systems, pneumatic systems, thermal systems, electrical systems, communication systems, transportation systems, production systems, energy and power utilization;
 - vii) Public Service - fire-fighting technology, police science, criminal justice technology, security services;
 - viii) Drafting/Design - architectural drafting, mechanical drafting, civil drafting, computer-aided drafting and design, geometric construction, industrial design;
 - ix) Autobody Repair - frame inspection and alignment, body and fender repair, glass installation, vinyl top repair, automotive painting; or
 - x) Heating, Ventilation and Air Conditioning - installation and repair of heating, air conditioning and ventilation systems, installation and repair of refrigeration and air conditioning systems.
- 2) To provide instruction at the preparation level, teachers must hold an endorsement that corresponds to their area of instruction.
- 3) In vocational education reimbursable programs, instructors teaching preparation-level courses must have a total of 2,000 hours of work experience in each specific endorsement area being taught. If an instructor teaches in more than one endorsement area, the 2,000 hours

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.

- f) Vocational Education Teachers (Reimbursable Training Programs, Grades 9 through 12)

The requirements for instructional personnel to teach in reimbursable programs in Agricultural Education; Business, Marketing and Management; Health Occupations; Home Economics Occupations; and Industrial Technology Education are:

- 1) Instructors must meet the certification standards in one of the above occupational areas and possess a valid teaching certificate.
- 2) Instructors teaching preparation-level courses must have a minimum of 2,000 hours of work experience in the specific endorsement area to be taught. If an instructor teaches in more than one endorsement area, the 2,000 hours shall be distributed among endorsement areas being taught, with a minimum of 250 hours work experience in each endorsement area. Records must be kept by the employing institution to substantiate this experience. Such records may include written statements from supervisors at places of employment who can be reached for verification of the documentation submitted, or, in cases where supervisors are no longer available to verify the employment, affidavits by applicants' instructors stating the facts concerning the work experience in question.
- 3) A district may employ an individual who does not have 2,000 hours of employment experience in the occupational specialty to be taught, provided that the employment experience requirement will be met within four (4) years from the date of employment by either 2,000 hours of employment experience in the occupational specialty to be taught or a combination of work experience and directed occupational experience. A directed occupational experience means: a combination of work

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

experience and a university credit-generating course specifically designed to supervise the work experience equal to one-half of the required 2,000 hours; or participation in a work experience with supervision similar to that provided through a university course setting provided by a local agency administrator equal to one-half of the required 2,000 hours. Options chosen pursuant to this subsection must be described in detail in the Regional Education for Employment Plan and will be approved, if:

- A) The work experience is a paid employment experience; and
 - B) The work experience is outside of the education or teaching profession.
- 4) Cooperative Teacher Coordinator
- A) The requirements for teacher-coordinators of specialized cooperative education in Agricultural Education; Business, Marketing and Management; Health Occupations; Home Economics Occupations; and Industrial Technology Education include:
 - i) Twenty-four (24) semester hours in the speciality area, which shall include a methods course, six (6) semester hours in the area of organization and administration of cooperative education; and
 - ii) A minimum of 2,000 hours of employment experience in the occupational specialty to be taught; or
 - iii) Completion of a directed occupational experience in the appropriate specialized area, equivalent to the 2,000-hour employment requirement; or
 - iv) Completion of a combination of employment experience and directed occupational experience equivalent to the 2,000-hour employment experience requirement within four (4) years from the date of initial employment as a coordinator.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) Options chosen pursuant to subsections (f)(4)(A)(iii) and (iv) above shall be described in detail in the district's Regional Education for Employment Plan and will be approved, if:
- i) The work experience is a paid employment experience; and
 - ii) The work experience is outside of the education or teaching profession.

5) Special Vocational Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as the Work Experience and Career Exploration Program, Early School Leaver Program, and vocationally reimbursed Special Education Cooperative Education, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (f)(4) of this Section, except that the twenty-four (24) semester hours in the occupational specialty area shall be waived. The coordinator shall possess six (6) semester hours in the area of organization and administration of cooperative education.

6) Interrelated Cooperative Occupational Teacher Coordinator and Cooperative Work Training (CWT) Teacher Coordinator

Coordinators of interrelated cooperative education and cooperative work training shall meet certification standards in at least one of the specialty areas listed in subsection (f)(4)(A) of this Section and shall meet the requirements for a Cooperative Teacher Coordinator.

7) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.736 Requirements to Take Effect from ~~on~~ July 1, 1994, through June 30, 2004

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

The requirements described in this Section shall apply only to personnel employed on or after July 1, 1994, and shall be replaced beginning July 1, 2004, as the minimum requirements for the respective assignments by the applicable provisions of Section 1.737 of this Part. However, as provided at 23 Ill. Adm. Code 25.100(f)(2), the requirements of this Section shall continue as the basis for issuance of the respective endorsements for all applications received through September 30, 2004.

- a) Health Education (Grades 9 through 12)
 - 1) 24 semester hours in the field.
 - 2) Required Health Education Core Component - One course from each of the following areas, for a total of 10-14 semester hours:
 - A) Theories and Concepts of Health (Anatomy and physiology may not be counted in meeting this requirement.)
 - B) Programs in School Health
 - C) Programs in Community Health
 - D) Curriculum Development and Evaluation in Health Education
 - 3) Additional Health Education content - At least 10 semester hours distributed as follows:
 - A) At least one course in Human Sexuality or Sex Education
 - B) At least one course in Drug/Chemical Use and Abuse
 - C) At least two courses chosen from the following list of electives:
 - i) Mental/Emotional Health
 - ii) Environmental Health
 - iii) Disease Prevention and Control
 - iv) Nutrition and Dietary Patterns

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- v) Consumer Health
 - vi) Safety and Injury Control
 - vii) Personal Health Practices
- b) Physical Education (Grades 9 through 12)
- 1) 24 semester hours in the field
 - 2) Knowledge and Skill Acquisition - At least one course in each of the following, for a total of at least 6 semester hours:
 - A) Health-Related Fitness (e.g., conditioning, aerobic fitness exercise, stress management)
 - B) Rhythm and Dance
 - C) Individual Sports/Activities
 - D) Team Sports
 - 3) Scientific Foundations
 - At least 9 semester hours distributed as follows:
 - A) 3 semester hours earned in at least one of the following:
 - i) Human Anatomy
 - ii) Human Physiology
 - B) 6 semester hours from at least two of the following areas:
 - i) Exercise Physiology
 - ii) Kinesiology or Biomechanics

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iii) Motor Learning, Motor Behavior, or Motor Development
- C) Curriculum and Instruction - At least one course in each of the following, all of which must explicitly include an emphasis on both regular and special populations:
 - i) Curriculum Design in Physical Education
 - ii) Instructional Strategies/Methodology in Physical Education
 - iii) Assessment/Evaluation of Physical Education (Learning Assessment and Program Evaluation)

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.737 Minimum Requirements for the Assignment of Teachers at the Secondary Level Beginning July 1, 2004

- a) Beginning July 1, 2004, no teacher may be assigned to teach a particular subject at the secondary level unless he or she holds a certificate that is valid for the grade level or levels to be taught and:
 - 1) holds the applicable endorsement for the subject area; or
 - 2) was previously assigned to teach that subject in Illinois based on having met the requirements of this Subpart G that were applicable to that assignment at the time (i.e., the teacher qualified for the relevant endorsement but did not apply for it) and served in such an assignment for at least two full semesters; or
 - 3) meets the minimum requirements for that assignment identified in subsection (b) of this Section and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(k); or
 - 4) meets the requirements of Section 1.745 of this Part, if applicable; or
 - 5) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) Beginning July 1, 2004, the provisions of this Section shall replace those of Sections 1.730, 1.735, and 1.736 of this Part as one basis upon which school districts and other entities subject to this Part may assign individuals to teach specific subjects. The qualifications identified in this subsection (b) are not the same as those for the respective endorsements, nor are they intended to match the requirements for identification as a “highly qualified” teacher in any particular subject area. Each individual who is first assigned to a subject area based upon the qualifications delineated in this subsection (b) shall be subject to the requirement for acquiring an endorsement in the respective field within three years after the date of assignment, in accordance with 23 Ill. Adm. Code 25.100(k). For purposes of the applicability of this requirement, an individual shall be considered “first assigned” to any field in which he or she has not taught for at least two full semesters in Illinois prior to July 1, 2004.
- 1) For agricultural education; visual or drama/theatre arts; business, marketing, and computer education; dance; English language arts; health education; health careers; family and consumer sciences; technology education; mathematics; music; physical education; biology; chemistry; earth and space science; environmental science; physics; economics; geography; history; political science; psychology; sociology and anthropology: 24 semester hours in the field.
 - 2) For foreign language: 20 semester hours in the language (unless 23 Ill. Adm. Code 25.85 or 25.86 applies).
 - 3) For safety and driver education: 16 semester hours in the field.
 - 4) For assignments in reading, the requirements of Section 1.745 of this Part shall apply.
- c) An individual who is identified as assignable in a particular subject area pursuant to subsection (a)(2) of this Section may request that the State Board of Education delete this identification from its records if he or she believes it was made in error.

(Source: Added at 28 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 1.740 Standards for Reading through June 30, 2004

The requirements of this Section shall apply through June 30, 2004, to (Required of all K-12 Reading Specialists) i.e. those teachers whose major teaching assignment is reading Reading. The requirements of Section 1.745 of this Part shall apply beginning July 1, 2004.

- a) 18 semester hours of graduate-undergraduate level work in the field, including preparation in the following areas:
 - 1) Foundation or survey of reading fundamentals including reading in the content areas
 - 2) Testing procedures and diagnosis of reading disabilities
 - 3) Diagnostic teaching techniques and materials
 - 4) Clinical or laboratory practicum in reading
 - 5) Literature appropriate for the age of students included in the program.
- b) This standard does not apply to those individuals employed prior to September 1, 1978.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004

- a) A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves primarily the provision of technical assistance and/or professional development to other teachers. Separate sets of standards and requirements govern the issuance of these two endorsements (see 23 Ill. Adm. Code 27.110 and 27.120, as well as 23 Ill. Adm. Code 25.100(i)).
- b) Beginning July 1, 2004, no individual may be assigned to teach reading, other than reading as part of general classroom instruction provided by that individual, or to serve as a reading specialist unless he or she holds a certificate valid for the grade level or levels of the assignment and:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) holds the endorsement appropriate to the assignment; or
- 2) was previously assigned to teach reading in Illinois based on having met the requirements of this Subpart G that were applicable at the time (i.e., the teacher qualified for the reading endorsement but did not apply for it) and served in such an assignment for at least two full semesters; or
- 3) presents evidence of having completed 18 semester hours of college coursework in reading that included relevant pedagogy prior to July 1, 2005, or 24 semester hours including relevant pedagogy on or after July 1, 2005, and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(k); or
- 4) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 1.750 Standards for Media Services through June 30, 2004

Preparation of Person Providing Media Services

- a) Media Professional: responsible for both library and audio-visual services to students, teachers and other school personnel.

Appropriate Teacher Certificate. Work in the field: 18 semester hours in library science--media; professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, and selection of materials (elementary and/or secondary levels).

- b) Media Specialist: responsible for both library and audio-visual services to students, teachers and other school personnel.

Standard Special Certificate with Library Science--Media (instructional materials) Teaching Endorsement. Work in field: 32 semester hours in media (instructional materials, library science, audio-visual) including professional preparation (at four-year college and/or graduate levels) in administration, organization

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(cataloging and classification), reference and selection of materials for both elementary and secondary levels, production and communications.

- c) Media Supervisor or Director: works with teachers and supervises other media professionals and specialists.

Supervisory or Standard Special Supervisory Endorsement, or the General Supervisory Endorsement (Administrative Certificate) with specialization in media.

- d) These standards do not apply to those individuals employed prior to September 1, 1978.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

1.755 Requirements for Library Information Specialists Beginning July 1, 2004

Beginning July 1, 2004, no individual shall be assigned to provide library and audio-visual services to students, teachers and other school personnel unless he or she holds a certificate that is valid for the grade level or levels of the students to be served and:

- a) holds an endorsement for Library Information Specialist or a comparable, previously issued endorsement such as Media or Library Science; or
- b) was previously assigned to serve in Illinois in that capacity based on having met the requirements of this Subpart G that were in effect at the time (i.e., the individual qualified for an endorsement but did not apply for it) and served in such an assignment for at least two full semesters; or
- c) presents evidence of having completed 18 semester hours of college coursework in the field and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(k); or
- d) is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 1.Appendix A Professional Staff Certification

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Types of Certificates

The following list of certificates identifies those certificates which, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools. ~~Questions about the validity of certificates should first be referred to the Regional Superintendent of schools. The State Teacher Certification Board will also answer questions on a certificate's validity.~~

Code	Type of Certificate	Grade Level Valid For	Still Issued	Years Valid	School Code
02	Early Childhood	to age 6 excluding Kdg.	No	4	21-2.1
03	Standard Elementary	K-9	Yes <u>No</u>	4	21-3
<u>03</u>	<u>Initial Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-3</u>
<u>03</u>	<u>Standard Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-3</u>
<u>03</u>	<u>Master Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-3</u>
04	Early Childhood	Birth - 3	Yes <u>No</u>	4	21-2.1
<u>04</u>	<u>Initial Early Childhood</u>	<u>Generally Birth – Grade 3 (as endorsed)</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-2.1</u>
<u>04</u>	<u>Standard Early Childhood</u>	<u>Generally Birth – Grade 3 (as endorsed)</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-2.1</u>
<u>04</u>	<u>Master Early Childhood</u>	<u>Generally Birth – Grade 3 (as endorsed)</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-2.1</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

05	Provisional Early Childhood	Birth – Grade 3	Yes	2	21-10
06	Kindergarten - Primary	K-3	No	4	
09	Standard High School	6-12*	Yes <u>No</u>	4	21-5
<u>09</u>	<u>Initial Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-5</u>
<u>09</u>	<u>Standard Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-5</u>
<u>09</u>	<u>Master Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-5</u>
10	Standard Special	K-12	Yes <u>No</u>	4	21-4
		Field Endorsed			
<u>10</u>	<u>Initial Special K-12</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
<u>10</u>	<u>Standard Special K-12</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
<u>10</u>	<u>Master Special K-12</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
<u>10</u>	<u>Initial Special</u> <u>Preschool – Age 21</u>	<u>Generally Birth –</u> <u>Age 21</u>	<u>Yes</u>	<u>4 years of teaching within 12 years</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
<u>10</u>	<u>Standard Special</u> <u>Preschool – Age 21</u>	<u>Generally Birth –</u> <u>Age 21</u>	<u>Yes</u>	<u>5</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
<u>10</u>	<u>Master Special</u> <u>Preschool – Age 21</u>	<u>Generally Birth –</u> <u>Age 21</u>	<u>Yes</u>	<u>10</u>	<u>21-1a;</u> <u>21-2;</u> <u>21-4</u>
11	Vocational	7-12 Field Endorsed	No	4	
14	Junior College	9-14 Field	No	4	

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

17	Special Exc. Children	Endorsed K-14 Field	No		
20	Special	Endorsed 11-12 Electives 10 hrs. per Week	No	4	
21	General	Adult Field Endorsed	Yes <u>No</u>		(21-11 repealed)
<u>22</u>	<u>Alternative Elementary</u>	<u>K-9</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>22</u>	<u>Initial Alternative Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
<u>22</u>	<u>Standard Alternative Elementary</u>	<u>K-9</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>23</u>	<u>Provisional Alternative Elementary</u>	<u>K-9</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>24</u>	<u>Alternative Secondary</u>	<u>6-12</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>24</u>	<u>Initial Alternative Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
<u>24</u>	<u>Standard Alternative Secondary</u>	<u>6-12</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>25</u>	<u>Provisional Alternative Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>26</u>	<u>Provisional Alternative Administrative</u>	<u>K-12</u>	<u>Yes</u>	<u>1</u>	<u>21-5d</u>
<u>27</u>	<u>Provisional Alternative Special</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>28</u>	<u>Alternative Special</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>No</u>	<u>4</u>	
<u>28</u>	<u>Initial Alternative Special</u>	<u>K-12</u> <u>Field Endorsed</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
<u>29</u>	<u>Transitional Bilingual</u>	<u>K-12 Language</u> <u>Endorsed</u>	<u>Yes</u>	<u>6</u>	<u>14C-8</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

30	Provisional Elementary	K-9	**Yes	2	21-10
31	Provisional <u>Secondary H.S.</u>	6-12*	**Yes	2	21-10
32	Provisional Foreign Lang.	K-14 Language Named	No	4	
33	Provisional Special	K-12 Field Endorsed	** Yes	2	21-10
34	Provisional Vocational	K-12 <u>11-12</u> , Field Endorsed	Yes		21-10
37	Temp. Prov. Vocational	K-12 <u>11-12</u> , Field Endorsed	Yes	1	21-10
<u>38</u>	<u>Resident Teacher</u>	<u>K-12</u>	<u>No</u>	<u>4</u>	<u>21-11.3</u>
39	Substitute – 90 days	K-12 All	Yes	4	21-9
<u>40</u>	<u>Part-Time Provisional</u>	<u>6-12</u>	<u>Yes</u>	<u>2</u>	<u>21-10</u>
42	Life Elementary	1-8	No	Life	
<u>43</u>	<u>Provisional Alternative Early Childhood</u>	<u>Birth – Grade 3</u>	<u>Yes</u>	<u>1</u>	<u>21-5b;</u> <u>21-5c</u>
<u>44</u>	<u>Alternative Early Childhood</u>	<u>Birth – Grade 3</u>	<u>No</u>	<u>4</u>	<u>21-5b</u>
<u>44</u>	<u>Initial Alternative Early Childhood</u>	<u>Birth – Grade 3</u>	<u>Yes</u>	<u>4</u>	<u>21-5b</u>
45	Life Kindergarten	K-3	No	Life	
47	Life High School	6-12 *	No	Life	
48	Life Special	K-14 Field Endorsed	No	Life	
49	Life Junior College	9-14 Field Endorsed	No	Life	
50	<u>Visiting International Teacher - Special Life School Librarian</u>	<u>K-12</u> K-14 <u>Library</u>	<u>Yes</u> No	<u>3</u> <u>Life</u>	<u>23 Ill.</u> <u>Adm.</u> <u>Code</u> <u>25.92</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

51	<u>Life School Librarian</u>	<u>K-14 Library</u>	<u>No</u>	<u>Life</u>	
53	<u>Visiting International Teacher - Elementary</u>	<u>K-6</u>	<u>Yes</u>	<u>3</u>	<u>23 IAC 25.92</u>
54	<u>Visiting International Teacher - Early Childhood</u>	<u>Birth - Grade 3</u>	<u>Yes</u>	<u>3</u>	<u>23 IAC 25.92</u>
59	<u>Visiting International Teacher - Secondary</u>	<u>6-12</u>	<u>Yes</u>	<u>3</u>	<u>23 IAC 25.92</u>
60	Ltd. Supervisory	K-14 All	<u>****</u>	4	
			<u>No</u>		
61	All-Grade Supervisory	K-14 All	<u>****</u>	4	
			<u>No</u>		
62	Ltd. Elem. Supervisory	K-9 All Elementary	<u>****</u>	4	
			<u>No</u>		
63	Ltd. H.S. Supervisory	6-12 All Secondary	<u>****</u>	4	
			<u>No</u>		
70	Life General Supervisory	K-14 All	<u>****</u>	Life	
			<u>No</u>		
71	Life Supervisory	K-14 All	<u>****</u>	Life	
			<u>No</u>		
72	Temporary TMH	K-12 TMH	<u>No</u>	1	
73	School Service Personnel	K-12 Area of Service Endorsed	<u>Yes</u>	<u>4 5 (beginning July 1, 2004)</u>	21-25
74	Provisional School Service Personnel	K-12 Area of Service Endorsed	<u>Yes</u>	2	21-10
75	Administrative	K-12 All	<u>****</u>	<u>4 5</u>	21-7.1
			<u>Yes</u>		
76	Provisional Administrative	K-12 All	<u>Yes</u>	2	21-10
77	<u>Administrative K-12</u>	<u>K-12</u>	<u>Yes</u>	<u>5</u>	<u>21-5d</u>
80	<u>Resident Teacher -</u>	<u>K-12</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

83	<u>Special</u> <u>Resident Teacher -</u> <u>K-9</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>
84	<u>Elementary</u> <u>Resident Teacher –</u> <u>Birth – Grade 3</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>
89	<u>Early Childhood</u> <u>Resident Teacher -</u> <u>6-12</u>	<u>Yes</u>	<u>4</u>	<u>21-11.3</u>
	<u>Secondary</u>			

~~*The High School Certificate is valid for teaching subjects for which the individual meets recognition requirements, Subpart G, as identified on the individual's transcript as credit in the area.~~

~~**A Provisional Certificate may be issued to a person who meets the requirements for a regular teaching certificate in another state and who presents certified evidence of having earned a bachelor's degree from a recognized teacher training institution. The academic and professional courses offered as a basis of the Provisional Certificate shall be courses approved by the State Superintendent of Education in consultation with the State Teacher Certification Board. A certificate earned under this plan is valid for a period of two years and shall not be renewed.~~

~~***If endorsed for teaching, valid Valid for teaching subjects for which the individual is assignable under Section 1.710, 1.720, 1.737, 1.745, or 1.755 of this Part, or to which the individual is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled) meets recognition requirements, Subpart G, as identified on the individual's transcript as credit in the area.~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 1.APPENDIX C Glossary of Terms (Repealed)

- 1) ~~Administrator~~—refers to the individual involved in the process of administration; i.e. superintendent, assistant superintendent, principal, assistant principal, etc.
- 2) ~~Board of Education~~—refers to the governing body of any district created or operating under the authority of The School Code.
- 3) ~~Community involvement~~—refers to the opportunity being made available to the people of a local school district who desire an input into the program plan.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) ~~District—refers to the governmental agency of the state created by the state as the instrument through which the legislature carries out its constitutional mandate to provide for a system of public education.~~
- 5) ~~Elementary school—refers to a district or attendance center or centers serving grades K-8 or any combination thereof.~~
- 6) ~~Junior high school—refers to a school organized and developed to meet the educational and educationally related needs of the early adolescent child which may include, but is not restricted to, grades 6, 7, 8, and 9 or any combination thereof.~~
- 7) ~~May—to have the power, permission, liberty, to do.~~
- 8) ~~Middle school—refers to a school organized and developed to meet the educational needs and educationally related needs of the preadolescent and early adolescent child, which may include, but is not restricted to, grades 4, 5, 6, 7, and 8 or any combination thereof.~~
- 9) ~~Principal—refers to the individual who shall assume administrative responsibilities and instructional leadership of the attendance area to which that individual is assigned under the superintendent of the district.~~
- 10) ~~School—refers to an institution organized and developed to meet the educational and educationally related needs of children including public, private, and parochial.~~
- 11) ~~Secondary school—school district or attendance center or centers serving grades 9-12 or 10-12.~~
- 12) ~~Section—refers to a specific part, portion, division, or chapter of The School Code.~~
- 13) ~~Shall—designate as mandatory.~~
- 14) ~~Should—regulation which ought to be, encouraged, permissive.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 15) ~~Superintendent—refers to the individual who shall have charge of the administration of all schools within a school district under the jurisdiction of the board of education.~~
- 16) ~~Teachers and/or instructors—refers to any or all school district employees required to be certified under laws relating to the certification of teachers.~~
- 17) ~~The School Code—The School Code of Illinois: legal basis for authority of the State Board of Education, the State Superintendent of Education, and the local board of education.~~
- 18) ~~Plan—refers to the written program that will identify the local school district's educational needs and provide a plan for developing a clearly defined set of professional expectations and responsibilities.~~
- 19) ~~Preparation—the planning process by which a teacher develops a program for each instructional area to which that individual is assigned students.~~
- 20) ~~Teacher Qualifications—semester hours required to teach a subject or subject area as prescribed in this Part.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
Lee Patton, Interim Director

Agenda Topic: Action Item: Rules for Adoption – Part 27 (Standards for Certification in Specific Teaching Fields)

Materials: Recommended Amendment

Staff Contact(s): Lee Patton

Purpose of Agenda Item

To present the proposed amendment to Part 27 for adoption.

Expected Outcomes of Agenda Item

The Board's adoption of the proposed amendment to Part 27.

Background Information

This rulemaking removes a provision from Part 27 that was inappropriately included in the standards for Technology Education Teachers when these rules were originally promulgated. The language being struck (Section 27.460(k)) describes inputs rather than competencies and thus is inconsistent with a standards-based approach. Further, there is concern in the technology education field that the requirement for 2000 hours of work experience (see Section 27.460(k)(2) on the last page of the rules) blurs the distinction between certification in vocational areas or trades that is based on work experience with certification to teach exploratory technology education programs. Representatives of approved technology education programs have also indicated that this standard is incompatible with the NCATE standards to which the programs must conform. As such they indicated that its inclusion places their institutions in an untenable position.

It should be noted that this set of standards is for a specific credential – Technology Education Teacher – as distinct from the technology standards that are applicable to all teachers and are found in Part 24 of ISBE's rules (Standards for All Illinois Teachers). The individuals affected are teachers of exploratory technology courses.

These rules were presented for the Board's initial review in October of 2003 and subsequently published in the Illinois Register to elicit public comment. None was received, and no changes have been made in the amendment as originally proposed.

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

Policy Implications: Please see above.

Communication: Please see "Next Steps" below.

Superintendent's Recommendation

Adopt the following motion:

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

Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27).

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 AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 27

STANDARDS FOR CERTIFICATION IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section
27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section
27.100 English Language Arts
27.110 Reading
27.120 Reading Specialist
27.130 Mathematics
27.140 Science - A Common Core of Standards
27.150 Biology
27.160 Chemistry
27.170 Earth and Space Science
27.180 Environmental Science
27.190 Physics
27.200 Social Science – A Common Core of Standards
27.210 Economics
27.220 Geography
27.230 History
27.240 Political Science
27.250 Psychology
27.260 Sociology and Anthropology
27.270 Physical Education
27.280 Health Education
27.300 Dance
27.310 Drama/Theatre Arts
27.320 Music
27.330 Visual Arts
27.340 Foreign Language
27.350 General Curricular Standards for Special Education Teachers

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

SUBPART C: ADDITIONAL TEACHING FIELDS

Section

27.400	Agricultural Education
27.410	Business, Marketing, and Computer Education
27.420	English as a New Language (ENL)
27.430	Family and Consumer Sciences
27.440	Health Careers
27.450	Library Information Specialist
27.460	Technology Education
27.470	Technology Specialist
27.480	Work-Based Learning Teacher/Coordinator

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

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. 18586, effective December 1, 2003; amended at 28 Ill. Reg. _____, effective _____.

SUBPART C: ADDITIONAL TEACHING FIELDS

Section 27.460 Technology Education

- a) The competent technology education teacher understands the foundations of work, the career development process, occupational skill standards, and workplace skill requirements.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the use of the relevant Illinois Occupational Skill Standards in the development of curriculum (see “Architectural Drafting Cluster” (2000), “Automotive Technician” (2000), “Chemical Process Technical Operators” (1998), “Entry-Level Truck Driver” (2001), “Finishing and Distribution Cluster” (2000), “HVAC/R Technician Cluster” (2001), “Imaging/Pre-Press

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

Cluster” (2000), “Machining Skills Cluster” (1997), “Mechanical Drafting Cluster” (2000), “Metal Stamping Skills Cluster” (1998), “Plastics Molding Cluster” (2001), and “Press Operations Cluster” (2000), all published by the Illinois Occupational Skill Standards and Credentialing Council, 2450 Foundation Drive, Springfield IL 62703-5432; no later editions or revisions are incorporated).

- 2) Performance Indicators - the competent technology education teacher:
 - A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.
 - D) selects appropriate skill standards for the program areas.
- b) The competent technology education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
 - 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations’ activities into the curriculum.
 - C) understands professional literature relating to the specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
 - 2) Performance Indicators - the competent technology education teacher:
 - A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.
 - D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for students.
 - G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
 - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
 - J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent technology education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of technology education.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader’s background knowledge and experiences, the information in the text, and the purpose of the reading situation.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in the planning process.
- 2) Performance Indicators - the competent technology education teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
 - I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
 - J) promotes the development of an environment that includes classroom libraries.
- d) The competent technology education teacher demonstrates fundamental knowledge of the history and nature of technology in connection with other fields of study.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that technology involves the generation of knowledge and processes to develop products and systems that solve problems and extend human capabilities.
 - B) understands that throughout history technology has been one of the most powerful social, cultural, and economic forces; in turn, these same forces have influenced the development of technology.
 - C) understands that historical data help the technologist and the social scientist determine possible scenarios for the future.
 - D) understands that the rate of technological development and diffusion is accelerating.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- E) understands that technology includes a combination of “knowing” and “doing.” The “knowing” component includes technological knowledge as well as the ability to apply knowledge from other fields of study to technological activity; the “doing” component includes the ability to apply this diverse knowledge to technological processes.
- F) understands that outcomes of technological research are sometimes the result of specific, goal-directed activity (e.g., putting a human on the moon), while some outcomes are not intended or planned (e.g., Post-it notes and spin-offs).
- G) understands that technological endeavors often replace older forms of technology, resulting in social and environmental consequences.
- H) understands that technology has economic, political, and environmental connections with culture and society.
- I) understands that designing, developing, producing, inventing, innovating, and problem solving are fundamental concepts in technological activity. (These concepts are human activities that are purposely directed toward meeting needs and wants.)
- J) understands that systems are the building blocks in technology. These systems vary in complexity of working knowledge from very little to substantial technological knowledge to use or operate.
- K) understands that the stability of a system is influenced by all of its components, especially those in the feedback loop.
- L) understands that the nature of technological knowledge and activity are related to information, energy, or physical technologies.
- M) understands that a variety of symbols and languages are used to communicate information and that some are universally applied across technologies (e.g., standardized measurement systems and the metric system), while others are unique to various contexts and technologies (e.g., electrical symbols and computer nomenclature).

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- N) understands that technology influences careers by changing the way work is performed, thus creating new types of jobs, modifying current jobs, and reducing the numbers of others.
 - O) understands that technology has its own body of knowledge and processes that are connected within that field, as well as to other fields of study.
 - P) understands that connections among technological topics are valuable and useful in relating procedures to one another and building new knowledge bases.
 - Q) understands that technological knowledge and activity promote advances in science and mathematics; in other cases, advances in science and mathematics have led to advances in technology.
 - R) understands that science and technology utilize similar techniques to investigate and obtain information. These techniques include inquiry, modeling, and forecasting.
 - S) understands that mathematical models, scientific principles, and computer-generated models are used to develop and produce products and systems.
 - T) understands that engineering concepts and principles are used in the development and use of products and systems.
 - U) understands that technological transfer occurs within a technology, between technologies, across other fields, and between countries.
- 2) Performance Indicators - the competent technology education teacher:
- A) communicates the relationship of the systems in technological development via timelines, paradigms, and taxonomies.
 - B) identifies measurement techniques utilizing appropriate representatives of technology, math, science, and engineering.
 - C) communicates career information related to a changing workforce and instills the importance of portfolio development and lifelong learning.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- D) determines the significance of a variety of symbols and languages, both universal and unique, that are used to communicate information from technology to technology, technology to human, or human to technology.
 - E) develops curricula integrating technology education with other fields of study.
 - F) develops scenarios depicting how technological change affects human endeavors in the social, cultural, and economic arenas.
 - G) analyzes and describes technological transfer that occurs within a technology, between technologies, across other fields, and between other countries.
- e) The competent technology education teacher understands and is able to design technology.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that the quality and value of a design depends on how clearly it meets a need, fits its purpose, uses resources appropriately, and addresses constraints (e.g., economic, environmental, aesthetic, and political).
 - B) understands that designing a product, device, process, or system requires considering how it will be developed, managed, used, and assessed for its impact and consequences.
 - C) understands how to balance design tradeoffs, since there is no perfect design that meets all criteria, such as the safest, most reliable, least expensive, and most efficient.
 - D) understands the general developmental process of design and that the design process is iterative and not linear and includes generating ideas; considering constraints such as cost and criteria; and communicating processes and results.
 - E) understands the value and importance of testing in the evaluation of good design.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- F) understands the roles of documentation and communication and their impact on quality design.
 - G) understands design decision criteria and their use in determining whether a design solution should be developed. These criteria may include personal, social, cultural, economic, political, and environmental issues.
- 2) Performance Indicators - the competent technology education teacher:
- A) demonstrates the ability to identify practical problems deriving from human needs or wants.
 - B) demonstrates the ability to develop and use design briefs with proper specifications.
 - C) demonstrates the ability to investigate, generate, and select ideas to plan an optimum design that takes into account knowledge of constraints and criteria obtained from research.
 - D) demonstrates the ability to select, plan, and implement the best possible solution that takes into consideration the many tradeoffs and reaches the best compromise.
 - E) demonstrates the ability to design ways to produce products by mass production.
 - F) demonstrates the ability to evaluate a selected design solution and make modifications based on that evaluation.
 - G) demonstrates the ability to use verbal and graphic means to communicate processes, observations, and the results of the entire design process.
 - H) demonstrates the ability to use feedback to consider design steps and to redesign in light of public concern or comment.
 - I) demonstrates the ability to use standards of quality in the design and production of consumer goods.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- J) demonstrates the ability to use marketing criteria in creating a design (e.g., value and function).
- f) The competent technology education teacher understands and is able to develop technology.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that developing and producing a product or system involves learning the safe and proper use of resources following instructions and troubleshooting to determine if a design works or if there is a need for redesign.
 - B) understands that resource management involves procurement, inventory, warehousing, waste disposal, energy use, and time and people management, which affect the development of products and systems.
 - C) understands that a prototype is a working model used to test design concepts by making actual observations and necessary adjustments.
 - D) understands that problem-solving strategies, such as working backward or asking probing questions, provide a systematic means for exploring a variety of development and production methods that help enable successful solutions.
 - E) understands that optimization is a procedure used to make a system or design as effective or functional as possible and typically involves a process of experimentation, trial and error, testing, and development.
 - F) understands that quality, safety, and ergonomic design principles (e.g., enhancement of quality of life, productivity, safety, and convenience) influence the development of products and systems.
 - G) understands that teamwork, responsibility, and interpersonal dynamics play a significant role in the success of production and development activities.
 - 2) Performance Indicators - the competent technology education teacher:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- A) develops a systematic set of procedures and uses them to produce a prototype or model.
 - B) refines a design by using prototypes and testing to ensure quality, efficiency, and productivity of the final production process.
 - C) selects and uses a variety of resources to optimize the development of a production process or system.
 - D) develops and produces a product or system using the criteria and constraints noted in previous trials and tests.
 - E) modifies or develops tools, materials, machines, flow controls, or system operations to meet production constraints.
 - F) implements the appropriate safety precautions for his or her personal safety and the safety of others.
 - G) recognizes that humans are a valuable resource in managing information, energy, and physical technologies.
 - H) documents and communicates processes and procedures using appropriate techniques (e.g., flow charts, drawings, graphics, symbols, spread sheets, graphs, and time charts) in oral and written presentations for different audiences.
- g) The competent technology education teacher understands and is able to manage technology.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands that operations manuals, owner's manuals, documented protocols, and general directions are essential to ensure the proper use and management of a product or system.
 - B) understands that instrumentation and control of systems and products rely on proper functioning of open- or closed-loop systems, calibration of human or machine-controlled products and systems, and proper interpretation of their use.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- C) understands that systems analysis requires an understanding of the overall operation of a system, as well as the subsystems and components.
 - D) understands that connecting micro-systems to macro-systems can potentially be used as a means to solve more complex problems.
 - E) understands that problem solving is often required in order to use and operate technology systems because systems do not always work as designed.
 - F) understands that facilitating human efforts can result in appropriate management of capital, time, information, knowledge, energy, materials, and tools necessary to properly use or apply technology.
 - G) understands that computers and electronic media are primary means of communication.
 - H) understands basic internal configuration and component identification of computer stations and their network abilities.
 - I) understands proper methods of computer software installation and computer set-up.
- 2) Performance Indicators - the competent technology education teacher:
- A) interprets the documentation contained in operations and owner's manuals in order to follow protocols and specific directions.
 - B) safely operates and manages systems according to the function for which they have been designed.
 - C) analyzes systems to determine how the various components work together to function as a whole system in order to understand how to change the system.
 - D) monitors, adjusts, and maintains system processes in order to ensure the system's proper function and precision.
 - E) troubleshoots, diagnoses problems, and maintains technological systems to ensure proper operation.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- F) applies knowledge and experiences gained from using systems as input for design improvements and to solve different problems.
 - G) develops plans for implementing educational technology in classrooms and labs.
 - H) creates a vision for technological growth in regards to professional development and instructional technology in his or her school district.
 - I) safely and effectively upgrades and maintains both an independent and networked computer workstation.
 - J) loads and maintains computer software.
 - K) locates, analyzes, retrieves, and distributes electronic data (i.e., uses the Internet and/or other electrical forms of media distribution).
 - L) develops and demonstrates scale models of technological informational systems.
 - M) develops a means of mass communication.
- h) The competent technology education teacher understands and is able to assess the effects of the use of technology.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands when the development and application of technology have a role in shaping personal, social, and environmental perspectives and values.
 - B) understands that assessment is an evaluation technique, involving steps and procedures that are iterative and require making trade-offs, analyzing risks, and choosing a best course of action.
 - C) understands acceptance or rejection of the development of technology that correlates directly with the personal, social, political, and economic assessment of the value of technology.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- D) understands that human factors, including the principles of safety, health, and comfort, are important in evaluating the impact and consequences of technology.
 - E) understands that trend analysis and patterns of development provide a means for understanding technological and environmental changes, including the resulting impacts and consequences.
 - F) understands that the impact and consequences of technology influence local, national, and global issues.
- 2) Performance Indicators - the competent technology education teacher:
- A) determines the significance of technological trends for individuals, families, communities, and the world.
 - B) uses historical case studies, when appropriate, to develop a perspective on the impact and consequences of technology.
 - C) investigates technology's impact and consequences on social, cultural, and environmental issues using historical and current events and forecasting techniques.
 - D) uses technology assessment procedures to alter and refine products and systems.
 - E) communicates results of technological assessment to a wide variety of audiences (e.g., peers, family, and community) in order to explain a viewpoint on technology.
- i) The competent technology education teacher understands and is able to demonstrate the application of technological context related to information, energy, and physical technologies.
- 1) Knowledge Indicators – the competent technology education teacher:
- A) understands the relationship between facts, data, information, knowledge, logic, and wisdom within the structure of information.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- B) understands ways in which data and information can be stored and retrieved.
 - C) understands that there are many ways of presenting and transmitting information, such as using graphic and electronic processes and tools.
 - D) understands that data and information are communicated using symbols, icons, graphic images, and languages through a variety of visual, auditory, and tactile stimuli.
 - E) understands that informational technology communication systems utilize a closed-loop system.
 - F) understands that the knowledge and information provided through informational technology systems can shape personal views and concepts of reality.
 - G) understands that cross-cultural values are transmitted at the local, regional, national, and global levels, using various systems of informational technology.
 - H) understands that information has become a commodity for exchange valued by society.
 - I) understands that informational technology systems are used in commercial enterprises (e.g., broadcasting companies and the Internet).
- 2) Performance Indicators - the competent technology education teacher:
- A) develops a means to communicate information through the use of graphics (e.g., printing, film, and drafting).
 - B) accesses, retrieves, organizes, processes, maintains, interprets, and evaluates information from a variety of sources in order to solve a practical problem.
 - C) stores information for retrieval at a later time using various formats such as digital, analog, and graphics.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- D) in order to understand the communication process, uses computers to communicate information from human to human, machine to human, human to machine, and machine to machine.
 - E) creates a message that includes symbols in order to communicate to a person.
 - F) utilizes informational technology systems in order to communicate over distance and to large, diverse populations.
 - G) researches and develops a means to overcome interference in order to improve the communication process.
 - H) uses mathematical knowledge to encode data into a binary form.
 - I) evaluates the quality of information received in the communications process through such methods as comparing and contrasting sources, examining relevancy, and investigating the background of experts.
 - J) researches ways that the mass media (e.g., newspaper, broadcast and cable channels, and the Internet) transmit messages to the public.
- j) The competent technology education teacher understands and is able to demonstrate knowledge and the application of technological context related to information, energy, and physical technologies.
- 1) Knowledge Indicators – the competent technology education teacher:
 - A) understands how materials, resources, and energy are used as inputs in physical technology systems in order to produce materials and products, transport products and humans, and transform energy into power.
 - B) understands that manufacturing and construction planning and design techniques can reduce costs and produce better products.
 - C) understands that tools, machines, and instrumentation are used to change materials into new forms through the processes of separating, forming, and combining.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- D) understands the nature of materials and their uses as a prerequisite for efficient and sustainable use of resources.
 - E) understands that trade-offs must be made in selecting the best materials and resources for the production process.
 - F) understands that the language of industry involves the use of symbols and signs to identify potential hazards, specific technological data, and environmental conditions.
 - G) understands that the management of physical resources is a determining factor in the success of commercial applications of products and systems.
 - H) understands that the optimization of production systems helps to conserve resources, manage waste, and reduce the negative effects that technology has on the natural world.
 - I) understands that the processes associated with transportation systems include receiving, holding/storing, loading, transporting/moving, unloading, and delivering.
 - J) understands that solutions to complex transportation problems must be developed in order to diminish pollution, congestion, accidents, deaths, and over-consumption of fuel.
 - K) understands how power systems transform energy from one form to another.
 - L) understands that the efficiency of power systems is important for conserving energy and producing maximum effectiveness with minimal environmental harm.
 - M) understands that transforming materials from one form to another requires knowledge of materials and processes.
- 2) Performance Indicators - the competent technology education teacher:
- A) designs, develops, operates, and assesses a production system that produces products in quantity.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- B) selects and safely uses appropriate tools, machines, and equipment to process materials and to produce useful products.
- C) assesses transportation systems for moving people and products, taking into account such factors as speed, cost, safety, and environmental impacts.
- D) designs, develops, and tests an energy system for the future that is efficient and does not pollute the environment.
- E) tests and experiments with a variety of materials to conform to criteria and constraints of a physical technology system.
- F) applies physical science concepts (e.g., force, motion, mechanical advantage, efficiency, and friction) when working with physical technology systems.
- G) uses a computer to maintain and control a physical technology system.
- H) evaluates and optimizes an existing transportation, power, or production system.
- I) predicts the life expectancy of selected components, using knowledge of materials and testing the function of the components over time.
- J) identifies emerging physical technologies using trends and research techniques.
- K) communicates the results of his or her knowledge and activities in physical technology to others in an effective manner.
- L) researches, prototypes, and tests new energy and power systems that can be used in the future.
- M) incorporates maintenance considerations when designing, using, and monitoring systems.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

- k) ~~In addition to meeting the standards set forth in subsections (a) through (j) of this Section, each technology education teacher shall be required to demonstrate advanced specialization in at least one of the areas listed in subsection (a)(1)(C) of this Section.~~
- 1) ~~Knowledge Indicators—the competent technology education teacher understands the body of knowledge identified in the relevant set of Illinois Occupational Skill Standards (see subsection (a)(1)(C) of this Section).~~
 - 2) ~~Performance Indicator—the competent technology education teacher provides evidence of a minimum of 2000 hours of successful work experience in the specified occupation.~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

**ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21-22, 2004**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
David Wood, Director

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

Materials: Recommended Amendments

Staff Contact(s): Tim Imler
David Wood

Purpose of Agenda Item

To present the proposed amendments to Part 120 for adoption.

Expected Outcomes of Agenda Item

The Board's adoption of the proposed amendments to Part 120.

Background Information

This rule was developed in response to a problem revealed through a district's application for a modification of an existing rule on pupil transportation reimbursement through the waiver process established under Section 2-3.25g of the School Code. The rule that was the subject of the request is similar to the requirement for districts that own and operate their own transportation services to prorate their total transportation costs across all categories of transportation services, based on the ratio of miles traveled in each category to total system miles (Section 120.90(d) of the rules). The same approach is used when a district chooses one contractor to provide all of its transportation services and expressed in Section 120.90(e).

In 2003, Oak Park District 97 petitioned to be allowed to treat each category of transportation services separately for the purposes of calculating its reimbursement, even though the district employs only one contractor to provide both regular and special education transportation. The district requested that the types of transportation be kept separate because separate, competitive bidding had occurred for each type. That is, there were two separate contracts, but the procurement process had resulted in issuance of both to the same contractor because that entity submitted the low bid in each case.

Agency staff understood that using the proration mechanism provided in the rules would reduce the district's annual transportation reimbursement from the State by more than

\$60,000 (because the higher rate of reimbursement for special education transportation would be “diluted” by combining the two categories). Nevertheless, waiving that requirement could not result in meeting the intent of the rule (cost containment) more effectively or efficiently, a criterion for approval of the request. Other factors related to the effect on other districts also played a part in the agency’s denial of the request.

This is not to say that the Board and the staff did not accept the premise behind the district’s request. It was agreed that the agency should explore a revision to the rule to accommodate the situation that had been brought to light. The amendment presented here delineates the ability to treat categories separately even when there is a single contractor, provided that each contract is let based on the lowest bid among at least two. It is hoped that this provision will resolve the issue faced by Oak Park for that district and potentially for others, without creating unintended incentives that would compromise cost containment.

These rules were presented for the Board’s initial review in October of 2003 and subsequently published in the Illinois Register to elicit public comment. None was received, and no changes have been made in the proposed text.

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

Policy Implications: Please see above.

Budget Implications: These amendments are likely to result in greater reimbursement for some districts, at an added cost to the State. The magnitude of this potential effect cannot be gauged at this time because staff cannot predict how many districts will be in the position accommodated by the rule or what the level of their expenses will be.

Communication: Please see “Next Steps” below.

Superintendent’s Recommendation

Adopt the following motion:

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

Pupil Transportation Reimbursement (23 Illinois Administrative Code 120).

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

Next Steps

Notice of the adopted 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 AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER c: FINANCE

PART 120

PUPIL TRANSPORTATION REIMBURSEMENT

SUBPART A: SCHOOL REIMBURSEMENT

Section

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

SUBPART B: CUSTODIAN REIMBURSEMENT FOR PUPIL TRANSPORTATION

Section

120.200	Definitions
120.205	Special Timelines for Submission and Processing of Claims for the 1993-94 School Year (Emergency Expired)
120.210	Custodians Eligible for Reimbursement
120.220	Custodians Not Eligible for Reimbursement
120.230	Responsibilities of Schools
120.235	Responsibilities of Public and Nonpublic Chief Administrative Officers
120.240	Reimbursement
120.245	Responsibilities of the Regional Superintendents of Schools
120.250	Dispute Resolution
120.260	Audit and Enforcement

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

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

SOURCE: Adopted at 10 Ill. Reg. 19438, effective October 31, 1986; amended at 10 Ill. Reg. 21675, effective December 11, 1986; amended at 12 Ill. Reg. 4147, effective February 5, 1988; amended at 13 Ill. Reg. 7731, effective May 8, 1989; amended at 16 Ill. Reg. 10213, effective June 10, 1992; emergency amendment at 18 Ill. Reg. 12853, effective August 9, 1994, for a maximum of 150 days; emergency expired January 6, 1995; amended at 21 Ill. Reg. 2165, effective February 1, 1997; amended at 26 Ill. Reg. 1169, effective January 16, 2002; amended at 28 Ill. Reg. _____, effective _____.

SUBPART A: SCHOOL REIMBURSEMENT

Section 120.90 Cost Proration Related to Pupil Transportation

- a) When costs or depreciation allowances are to be prorated among pupil transportation services and other nontransportation related activities, the categories used shall constitute:
 - 1) Regular pupil transportation services;
 - 2) Vocational pupil transportation services;
 - 3) Special education pupil transportation services;
 - 4) Nonreimbursable pupil transportation services; and
 - 5) Nontransportation related activities.
- b) If an employee performs multiple job duties (e.g., district/cooperatives employing a part-time transportation supervisor/director) and at least one job duty is reimbursable under pupil transportation, the salary and district paid employee benefits for such employee shall be prorated to each type of job duty based on the ratio of the number of hours worked in each job to the total hours worked.
- c) The formula for computing the district superintendent and/or joint agreement director expenses as permitted in Section 120.50(a)(2)(E) or 120.50(a)(3) of this Part is listed in this subsection (c).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) The district superintendent allowable expenditures shall be prorated based on the ratio of the total transportation fund expenditures to the district's total expenditures of all funds. The district's expenditures are to be calculated in the Illinois Local Education Agency Annual Financial Report pursuant to 23 Ill. Adm. Code 110 (Program Accounting Manual).
- 2) The joint agreement/cooperative director allowable expenditures shall be prorated based on the ratio of total expenditures/ disbursements and transfers for transportation to the total expenditures/disbursements and transfers of the joint agreement. The joint agreement/cooperative total expenditures/ disbursements and transfers are to be calculated in the Joint Agreement Annual Financial Report.
- d) District owned/operated transportation systems must prorate all expenses based on the ratios of miles traveled in each category to the total miles traveled in all categories operated by the district. This method of proration includes Salaries and Employee Benefits, unless the district can document the number of hours worked per category to the total number of hours worked per person.
- e) Payments for all contractual transportation services must be prorated based on miles per contractor across ~~contract categories~~ all types of transportation provided (i.e., regular, vocational, special education, and/or non-reimbursable), with the exception of the following:
 - 1) ~~Contracts with a company which~~ Payments to a contractor that provides only one type of transportation service;
 - 2) Payments by a district to a contractor that provides multiple types of transportation service, a contract for each of which was separately executed on or after July 1, 2004, based on the lowest bid among at least two bids tendered, as reflected in the district's records on the procurement of these services;
 - 3) Payments to a contractor by a district for costs that are part of a contractual agreement between a cooperative or joint agreement and the contractor; and
 - 4) ~~Expenses related to a district contracting with~~ Payments by one district to another district for one type of transportation service.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- f) If a pupil transportation vehicle is used for more than one category of transportation service, the depreciation allowance shall be prorated based on the ratio of the number of miles traveled in each category of service to the total miles traveled in all categories.

- g) Expenditures charged to the Operations and Maintenance Fund and/or the Education Fund that are directly related to the Pupil Transportation Program Services may be claimed as direct cost reimbursement from the Transportation Program. When the district or joint agreement cannot substantiate the portion of the cost applicable to the pupil transportation program, the expenditures shall be allocated according to the square footage of the bus garage divided by the total square footage of all the district owned buildings and that result multiplied by the total expenditures of each allowable cost. The transportation portion of each allowable cost that is under \$2,500 or which has a useful life less than one year is claimed under Section 120.50(a)(13).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 21 – 22, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: **Action Item: ISBE Monthly Reports—Finance, Audit and Agency Operations Status**

Materials: Appropriations and Spending by Program
Federal Fund Status (has not changed since November)
Financial Status Report (Contract & Grant Detail)
\$1 M Contract (There are no proposed contracts this month for the Board to review)
Monthly Headcount Graph
Staff Detail
Personnel Transactions

Staff Contact(s): David Wood, Lynne Curry, and Clay Slagle.

Purpose of Agenda Item

To provide the Board standard reports with key information on fiscal and administrative activities of the state agency.

Expected Outcome(s) of Agenda Item

The Board will receive and approve baseline data from a series of reports on fiscal and administrative activities which provide one basis for gauging agency progress over time.

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. Superintendent Schiller requested that the agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision-making.

Currently the following Reports are provided or are being developed.

1. Budget / Annual Report (Annually in January)
2. Condition of Public Education (December)
3. Comptroller SEA Report (Annually in February)
4. Appropriation and Expenditure (Monthly)

5. Financial Status Report - Contract/Grant Detail (Monthly)
6. Business Plans at the Director Level (Quarterly)
7. Headcount Reports (Monthly)
 - Personnel Transactions
 - Staff Detail by Division
 - Monthly Headcount Graph

Beginning in November 2003 the Superintendent will also provide the Board an "Accomplishments and Planning Report" each November, March, and July. The report will detail agency accomplishments that occurred over the previous four months as well as the activities that are planned for the next four months. For example, the November 2003 report identifies accomplishments for the period July 2003 through October 2003 and identifies activities to occur for the period November 2003 through February 2004.

The first and third reports have been provided for several years. These provide an overview of the elementary and secondary education system, the Board Goals, and the programs operated by the agency. This year the Condition of Public Education document was added to review the status of the elementary and secondary education system in Illinois. It is a precursor to the Annual Report/Budget document and much of it is incorporated into that document. It is intended to layout the current situation and challenges in Illinois and outline options for policy and program activities to improve the current situation in the future.

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.

Agency Business Plans were first implemented in FY01 to help the Board and Management provide context to the larger education system and the Board Goals and to walk between these and the detailed funding information at the Division level.

The Board specifically approves all proposed contracts over \$1M prior to the issuance of an RFP. This month there are no such proposed contracts.

Superintendent's Recommendation

The Superintendent recommends that the Board accepts and approves these monthly reports.

Next Steps

Continue to provide these reports pursuant to the schedule above.

Illinois State Board of Education

FY 2004 Appropriation & Spending by Program 07/01/2003 thru 12/31/2003

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$4,936,432.9</u>	<u>\$4,936,306.3</u>	<u>\$126.6</u>	<u>\$2,179,847.2</u>	<u>\$2,179,815.7</u>	<u>\$31.5</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$1,457,875.9	\$1,457,875.9	\$0.0
General State Aid-Supplemental/Hold Harmless	\$38,600.0	\$38,600.0	\$0.0	\$36,993.1	\$36,993.1	\$0.0
Transition Assistance	\$5,200.0	\$5,200.0	\$0.0	\$0.0	\$0.0	\$0.0
School Safety & Education Block Grant (ADA)	\$42,841.0	\$42,841.0	\$0.0	\$19,862.1	\$19,862.1	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$1,878.3	\$1,846.8	\$31.5
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$880.0	\$880.0	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$32,223.6	\$32,223.6	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$0.0	\$0.0	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoricals	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$630,134.1</u>	<u>\$630,134.1</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$12,775.9	\$12,775.9	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$6,308.5	\$6,308.5	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$80,381.7	\$80,381.7	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$52,467.1	\$52,467.1	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$177,203.7	\$177,203.7	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$43,952.8	\$43,952.8	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$6,370.0	\$6,370.0	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$124,737.6	\$124,737.6	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$125,936.8	\$125,936.8	\$0.0
Standards - Assessment & Accountability	<u>\$26,395.2</u>	<u>\$303.0</u>	<u>\$26,092.2</u>	<u>\$2,340.3</u>	<u>\$300.0</u>	<u>\$2,040.3</u>
Ensuring Quality Ed Personnel	<u>\$5,190.0</u>	<u>\$4,660.0</u>	<u>\$530.0</u>	<u>\$927.9</u>	<u>\$842.1</u>	<u>\$85.8</u>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$777.9	\$692.1	\$85.8
Teach America	\$450.0	\$450.0	\$0.0	\$150.0	\$150.0	\$0.0
Reading Improvement Block Grant	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$50,111.1</u>	<u>\$50,048.2</u>	<u>\$62.9</u>
Early Childhood	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$93,991.6</u>	<u>\$93,901.7</u>	<u>\$89.9</u>
Academic Difficulty	<u>\$120,281.1</u>	<u>\$120,004.1</u>	<u>\$277.0</u>	<u>\$76,855.0</u>	<u>\$76,700.2</u>	<u>\$154.8</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,023.9	\$114.7	\$7,917.1	\$7,840.9	\$76.2

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$38,626.1	\$38,626.1	\$0.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$21,935.3	\$21,877.4	\$57.9
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$8,376.5	\$8,355.9	\$20.7
Learning Technologies (Tech for Success)	<u>\$11,500.0</u>	<u>\$9,603.6</u>	<u>\$1,896.4</u>	<u>\$3,542.1</u>	<u>\$2,741.3</u>	<u>\$800.7</u>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$3,542.1	\$2,741.3	\$800.7
Career Preparation	<u>\$40,339.8</u>	<u>\$39,971.5</u>	<u>\$368.3</u>	<u>\$24,814.7</u>	<u>\$24,604.8</u>	<u>\$209.9</u>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,513.0	\$1,513.0	\$0.0
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$18.6	\$18.6	\$0.0
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$23,283.1	\$23,073.2	\$209.9
Regional Services	<u>\$11,400.0</u>	<u>\$11,400.0</u>	<u>\$0.0</u>	<u>\$6,355.8</u>	<u>\$6,355.8</u>	<u>\$0.0</u>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$3,926.2	\$3,926.2	\$0.0
ROE - School Service	\$3,250.0	\$3,250.0	\$0.0	\$2,429.6	\$2,429.6	\$0.0
Administration	<u>\$16,520.0</u>	<u>\$0.0</u>	<u>\$16,520.0</u>	<u>\$7,974.0</u>	<u>\$0.0</u>	<u>\$7,974.0</u>
Targeted Initiatives	<u>\$20,135.9</u>	<u>\$19,634.2</u>	<u>\$501.7</u>	<u>\$2,847.1</u>	<u>\$2,626.3</u>	<u>\$220.8</u>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$0.0	\$0.0	\$0.0
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$194.0	\$0.0	\$194.0
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$653.9	\$653.9	\$0.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$108.5	\$108.5	\$0.0
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$264.6	\$264.6	\$0.0
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$1,368.8	\$1,368.8	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$34.8	\$7.9	\$26.9
Textbook Loan Reappropriation	<u>\$27,785.3</u>	<u>\$27,785.3</u>	<u>\$0.0</u>	<u>\$24,975.5</u>	<u>\$24,975.5</u>	<u>\$0.0</u>
SubTotal - GENERAL FUNDS	\$5,508,866.8	\$5,462,294.8	\$46,571.9	\$2,474,582.5	\$2,462,911.7	\$11,670.7
OTHER GRF FUNDS						
Retirement Systems	<u>\$1,046,501.0</u>	<u>\$1,046,501.0</u>	<u>\$0.0</u>	<u>\$1,046,501.0</u>	<u>\$1,046,501.0</u>	<u>\$0.0</u>
Downstate	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0	\$1,046,501.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL GENERAL FUNDS	\$6,555,367.8	\$6,508,795.8	\$46,571.9	\$3,521,083.5	\$3,509,412.7	\$11,670.7
NON STATE						
School Infrastructure Fund	<u>\$50,200.0</u>	<u>\$50,000.0</u>	<u>\$200.0</u>	<u>\$6,494.0</u>	<u>\$6,363.5</u>	<u>\$130.5</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$130.5	\$0.0	\$130.5
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,363.5	\$6,363.5	\$0.0
Illinois Future Fund	<u>\$7.0</u>	<u>\$7.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
Illinois Future Fund	\$7.0	\$7.0	\$0.0	\$0.0	\$0.0	\$0.0
Driver Education	<u>\$15,900.0</u>	<u>\$15,750.0</u>	<u>\$150.0</u>	<u>\$84.8</u>	<u>\$0.0</u>	<u>\$84.8</u>
State Pension Fund	<u>\$47,360.0</u>	<u>\$47,360.0</u>	<u>\$0.0</u>	<u>\$47,360.0</u>	<u>\$47,360.0</u>	<u>\$0.0</u>
Other Funds	<u>\$10,110.0</u>	<u>\$8,598.0</u>	<u>\$1,512.0</u>	<u>\$867.9</u>	<u>\$325.0</u>	<u>\$542.9</u>
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5	\$12.5	\$0.0
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5	\$312.5	\$0.0
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$350.5	\$0.0	\$350.5
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0	\$0.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0	\$0.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$190.5	\$0.0	\$190.5
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0
FEDERAL						
Federal Funds	<u>\$2,073,805.7</u>	<u>\$1,999,785.1</u>	<u>\$74,020.6</u>	<u>\$625,473.7</u>	<u>\$612,084.1</u>	<u>\$13,389.6</u>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$284.1	\$229.4	\$54.7
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$23,934.0	\$23,096.5	\$837.6
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$2,368.8	\$2,271.2	\$97.5
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$287.8	\$260.8	\$27.0
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$122,840.3	\$120,346.2	\$2,494.0
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0	\$0.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$82.8	\$0.0	\$82.8
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$171,020.2	\$167,052.8	\$3,967.4
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$152.9	\$152.9	\$0.0
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$670.0	\$639.2	\$30.9
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$89.6	\$89.6	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$8,986.9	\$8,566.3	\$420.6
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$135.5	\$97.3	\$38.2

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$54.8	\$0.0	\$54.8
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,551.2	\$3,551.2	\$0.0
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$39.0	\$0.0	\$39.0
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$858.8	\$769.5	\$89.3
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$54.1	\$0.0	\$54.1
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$292.6	\$267.6	\$25.0
Title I - Basic Programs	\$524,643.2	\$519,074.9	\$5,568.3	\$179,119.3	\$177,387.2	\$1,732.1
Title I - Comprehensive School Reform	\$21,555.0	\$21,017.4	\$537.6	\$7,960.1	\$7,718.7	\$241.4
Title I - Education of Migratory Children	\$3,767.4	\$3,708.7	\$58.7	\$501.0	\$501.0	\$0.0
Title I - Even Start Family Literacy Programs	\$11,270.1	\$11,000.0	\$270.1	\$5,031.0	\$4,925.1	\$105.9
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$1,199.1	\$1,199.1	\$0.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$9,888.0	\$9,510.1	\$378.0
Title I - School Improvement	\$12,135.5	\$12,000.0	\$135.5	\$1,255.8	\$1,244.4	\$11.3
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6	\$0.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$13,402.7	\$13,212.2	\$190.5
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$47,105.7	\$46,604.2	\$501.5
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$453.7	\$44.5	\$409.1
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$5,582.7	\$5,414.4	\$168.3
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$198.9	\$197.4	\$1.4
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$6,239.2	\$5,972.2	\$267.0
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$9,058.9	\$8,646.3	\$412.6
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$437.0	\$416.1	\$21.0
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$426.3	\$0.0	\$426.3
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$711.5	\$690.7	\$20.7
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$203.0	\$184.5	\$18.6
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$47.0	\$0.0	\$47.0
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$925.8	\$825.5	\$100.3
TOTAL - ALL FUNDS:	\$8,752,750.5	\$8,630,295.9	\$122,454.5	\$4,201,363.8	\$4,175,545.3	\$25,818.5

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 12/31/2003**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
Personal Services and Related	40,455.0	18,996.0	47.0%	3,193.2	Salaries & Benefits
Contractual Services	73,258.0	6,021.8	8.2%	795.7	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,454.1	464.2	18.9%	107.3	Staff Travel
Commodities	691.4	61.4	8.9%	6.7	Supplies; Books
Printing	849.4	21.9	2.6%	4.4	Agency Printing
Equipment	566.6	26.6	4.7%	3.5	Computers; Printers; Furniture
Telecommunications	1,252.7	220.2	17.6%	79.7	Telecommunications Expenses
Auto Operations	11.8	6.2	52.9%	1.3	Operation of Agency Autos
Grants	7,536,407.9	3,081,684.3	40.9%	789,860.5	See Detail Below

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
--	--------------------------	--------------------------------------	-------------------------------------	----------------------------------	--------------------

Agency Contracts Breakdown:

General Counsel/Legal

45 - Impartial Hearing Officers					Teacher Dismissal Hearing Officers
GRF	26.9	12.0	44.6%	3.2	
Pugh, Jones, & Johnson					Investigate allegations of misconduct related to certificate suspensions
GRF	70.0	0.0	0.0%	0.0	
Teacher Dismissal Court Reporters					Court reporter services for Teacher Dismissal Hearings
GRF	25.0	18.9	75.6%	2.2	

Data Systems

Viva USA, Inc.					Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
GRF	185.4	49.1	26.5%	0.0	
Other State	5.0	0.0	0.0%	0.0	
Federal	250.1	138.2	55.3%	27.2	
Ashbaugh & Associates, Inc.					Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
Other State	125.0	48.4	38.7%	8.3	
E-Technology Inc.					Development, maintenance and support of ISBE applications
Federal	109.1	38.6	35.4%	6.9	
Data-Core Systems Inc.					Enhancements and support of the CERTS System
Other State	80.4	72.0	89.6%	9.0	
The Innovation Group					E-Grants System
GRF	457.0	242.1	53.0%	69.8	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
Federal SilverTrain	456.5	379.5	83.1%	0.0	Development and maintenance of web-based Child Nutrition Claim Entry System
Federal Data-Core Systems Inc.	59.3	47.9	80.8%	7.2	Enhancements & support for the child nutrition system application
Federal	89.3	6.7	7.5%	6.7	
<u>Data Analysis & Progress Reporting</u>					
Deloitte Consulting Federal	70.9	68.6	96.8%	17.7	Revamp the School Report Card into a web-based interactive system
<u>Governmental Relations</u>					
Barbour Griffith & Rogers, Inc. GRF	240.0	75.0	31.3%	0.0	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<u>Career Development & Preparation</u>					
Metri Tech, Inc. Federal	100.0	50.0	50.0%	0.0	Development of the Illinois Workplace Skills Assessment
<u>e-Learning</u>					
Illinois State University Federal	104.2	33.6	32.2%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Southern Illinois University Federal	114.4	12.5	10.9%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Eastern Illinois University Federal	179.9	27.4	15.2%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Western Illinois University Federal	63.7	0.0	0.0%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
University of Illinois Federal	171.5	25.4	14.8%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
<u>Curriculum & Instruction</u>					
National Louis University Federal	153.8	0.0	0.0%	0.0	Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
University of Illinois Federal	87.4	0.0	0.0%	0.0	Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
Illinois State University Federal	125.0	0.0	0.0%	0.0	HIV Prevention Education
University of Illinois Federal	502.8	0.0	0.0%	0.0	Evaluation of IL Reading First
<u>Early Childhood</u>					
University of Illinois Federal	217.8	39.1	18.0%	0.0	Illinois Early Learning Website maintenance
<u>Special Education Compliance</u>					
18 Hearing Officers Federal	459.7	154.5	33.6%	44.3	Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
19 - Mediation Agreements					IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000

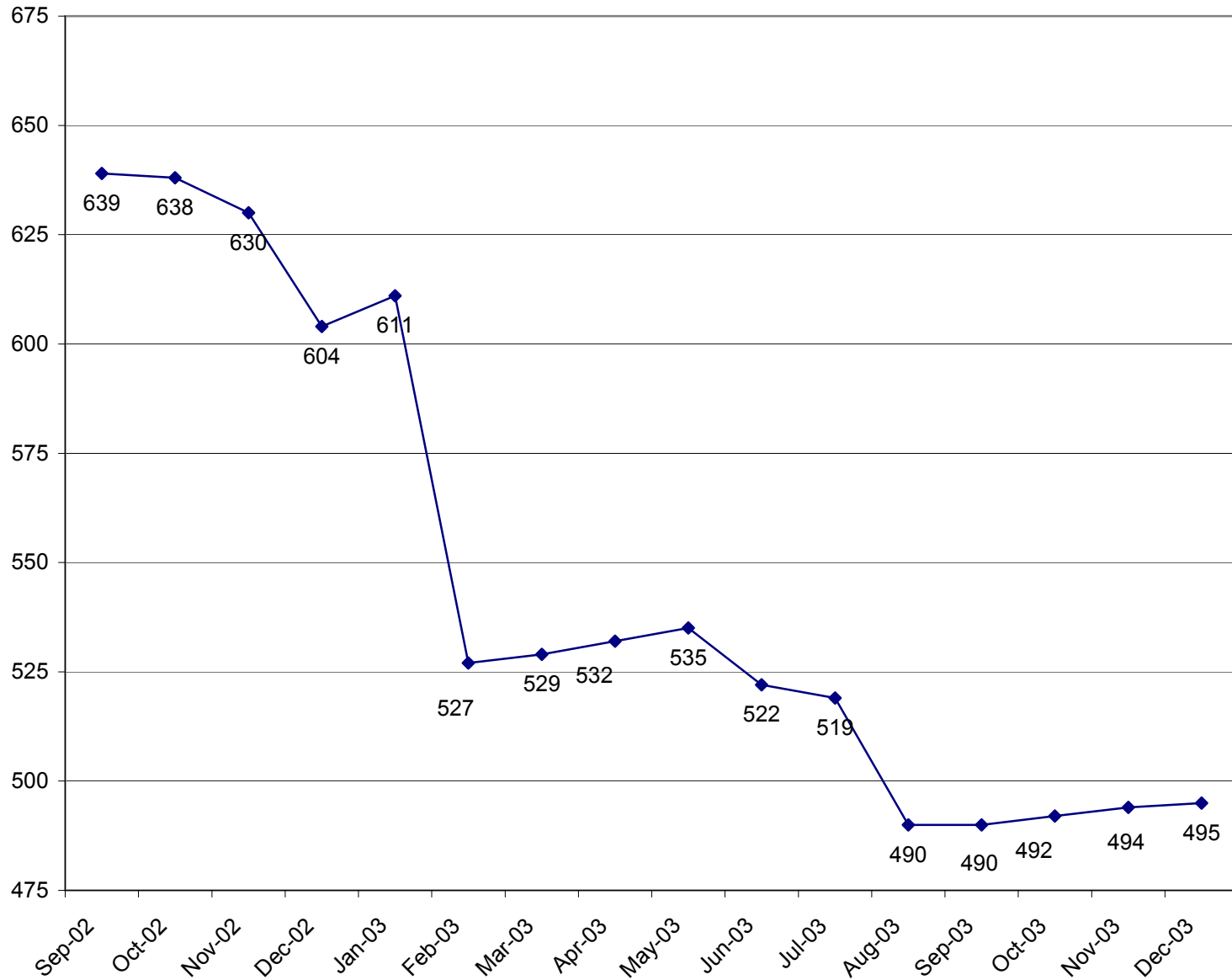
	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
Federal	95.0	18.4	19.4%	1.9	
Court Reporters					Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Federal	100.0	7.8	0.0%	2.3	
Marucco, Stoddard, Ferenbach & Walsh, Inc.					Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators
Federal	295.3	202.8	68.7%	-50.0	
HOEN Consultants					Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois
Federal	99.9	49.7	49.7%	6.1	
Public Priority Systems					Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant
Federal	71.3	29.8	41.8%	29.8	
<u>Student & School Progress</u>					
Accountability Works					Assessment Framework (AF) based on the Illinois Learning Standards
Federal	87.6	87.6	100.0%	0.0	
Northern Illinois University					A "live data" website for an Illinois Interactive Report Card
Federal	179.7	0.0	0.0%	0.0	
<u>New Learning Opportunities</u>					
Sangamon County ROE					Fiscal Agent for Cook County GED Testing Program
Other State	400.0	350.5	87.6%	0.0	
<u>Student Assessment</u>					
Metri Tech, Inc.					Test development for ISAT and PSAE
GRF	155.8	91.7	58.9%	91.7	
Federal	210.9	183.4	87.0%	91.7	
NCS Pearson, Inc.					Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
GRF	2,325.0	0.0	0.0%	0.0	
Federal	3,487.5	0.0	0.0%	0.0	
Metri Tech, Inc.					Statistical design and analysis for ISAT - required by legislation
GRF	110.4	65.7	59.5%	0.0	
Federal	152.5	0.0	0.0%	0.0	
Measurement Incorporated					Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
GRF	3,914.0	0.0	0.0%	0.0	
NCS Pearson, Inc.					Printing, testing and scoring of PSAE tests for all students in Grade 11
GRF	503.9	0.0	0.0%	0.0	
Federal	1,383.2	0.0	0.0%	0.0	
Metri Tech, Inc.					Statistical design and analysis for PSAE - required by legislation
GRF	90.6	0.0	0.0%	-33.8	
Federal	44.6	33.8	75.8%	33.8	
Measurement Incorporated					Scoring of open-ended responses for PSAE test
GRF	2,331.4	0.0	0.0%	0.0	
NCS Pearson, Inc.					Printing all test materials, monitoring the test administration and scoring the results of IMAGE
GRF	320.1	0.0	0.0%	0.0	
Federal	300.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
Metri Tech, Inc.					Technical and statistical services such as equating, item analysis and technical reports
Federal	92.4	23.1	25.0%	23.1	
Measurement Incorporated					Scoring of bilingual students' writing essays
GRF	123.5	0.0	0.0%	0.0	
Federal	90.0	0.0	0.0%	0.0	
Metri Tech, Inc.					Development of the IMAGE test
Federal	118.0	29.5	25.0%	29.5	
Metri Tech, Inc.					Develop, administer, retrieve, analyze and score the Consumer Education
GRF	99.5	24.9	25.0%	24.9	Proficiency Test
McGraw Hill, LLC					Develop IL K-2 Achievement Test System
GRF	86.5	0.0	0.0%	0.0	
Measured Progress, Inc.					Assessment data collection/reporting, training, and conducting on-going evaluations
Federal	1,955.0	434.4	22.2%	217.2	and make recommendations for modification - continuation of multi-year
American College Testing, Inc.					Develop, design & analyze ACT Test - Grade 11
GRF	4,500.0	0.0	0.0%	0.0	
<u>Fiscal & Administrative Services</u>					
Alzina Lease-Spfld					
GRF	1310.7	651.4	49.7%	0.0	Rent - Springfield
Federal	1225.0	615.0	50.2%	0.0	
Xerox Corporation					Copier maintenance/repairs
GRF	115.8	37.2	32.1%	8.2	
Federal	46.8	30.4	65.0%	3.0	
Warehouse Lease (Marilyn Mason)					Warehouse Lease
GRF	69.0	14.5	21.0%	0.0	
Federal	40.0	40.0	100.0%	0.0	
Midwest Office Supply					Office Supplies
GRF	57.3	2.6	4.5%	0.7	
Other State	2.1	0.0	0.0%	0.0	
Federal	25.6	6.7	26.2%	0.0	
Parcel Pick-up & Delivery					Parcel pick-up and delivery per agency request at published rate - multiple vendors
GRF	40.0	25.0	0.0%	6.2	
Federal	55.0	13.0	0.0%	0.3	
<u>Nutrition Program & Support Services</u>					
University of Illinois					Direct mailing to 305,000 students who qualify for free meals under the National
Federal	94.3	9.7	10.3%	0.0	School Lunch Program
Southern Illinois University					School Meals Initiative - conduct nutritional analysis
Federal	120.0	48.8	40.7%	0.0	
Fidelis Corporation					Maintain and enhance the USDA Commodity Distribution System
Federal	55.3	41.6	75.2%	0.0	
<u>Fiscal Services</u>					
Secretary of the State					Process blue slips for Drivers Education
Other State	50.0	50.0	100.0%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
<u>School Business & Support Services</u>					
Enterprise Computing Services					Development of an integrated database management system for
Federal	101.3	89.3	88.2%	0.0	viewing school facilities inventory data
Grants Breakdown:					
General State Aid	3,484,200.0	1,494,869.1	42.9%	285,040.4	Formula
Title I - Low Income	570,200.0	192,975.5	33.8%	74,263.9	Formula
IDEA	450,000.0	167,052.8	37.1%	59,910.4	Formula
Child Nutrition	425,000.0	120,346.2	28.3%	25,569.3	Formula--Reimbursement
Spec Ed Personnel	314,860.0	146,063.7	46.4%	76,704.1	Formula
Transportation Spec Ed	263,081.0	98,718.6	37.5%	49,359.3	Formula
Transportation Reg/Voc	242,424.0	125,936.8	51.9%	58,240.0	Formula
Spec Ed Extraordinary	229,502.0	80,381.7	35.0%	39,733.7	Mandated Categorical
Early Childhood Block	213,405.7	93,901.7	44.0%	22,940.2	Block grant for Pre-K, parent training and prevention initiative
Title II Quality Teachers	150,000.0	46,604.2	31.1%	13,449.1	Formula
Spec Ed Orphanage	97,370.0	52,467.1	53.9%	12,679.0	Formula
Reading Imp. Block Grant	79,221.1	50,048.2	63.2%	215.5	Formula
Title I Reading First	66,000.0	9,510.1	14.4%	3,334.2	Competitive and formula grants
Early Intervention	64,447.3	32,223.6	50.0%	5,370.6	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	43,952.8	74.0%	7,735.1	Formula
Technology Literacy	53,000.0	13,212.2	24.9%	2,956.1	Competitive and non-competitive grants to school districts
Voc Ed - Federal	50,000.0	23,096.5	46.2%	2,780.3	Formula and Competitive - to improve student academic and career skills
School Tech. Rev. Loan	50,000.0	6,363.5	12.7%	0.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	5,611.8	12.5%	1,752.0	Competitive
ADA School Safety & Ed. Bl.	42,841.0	19,862.1	46.4%	0.0	Formula
Title III - English Language Acq	39,980.0	44.5	0.1%	0.0	Grant
Vocational Education - State	37,960.4	23,073.2	60.8%	4,064.7	Formula
Bilingual Education-Chicago	34,896.6	34,896.6	100.0%	21,459.8	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	0.0	Formula
Textbook Loan - Reapprop.	27,785.3	24,975.5	89.9%	1,213.5	Payment for textbooks purchased during previous year
Bilingual Ed.-Downstate	27,655.4	3,729.5	13.5%	0.0	Mandated Categorical
Transportation Spec Ed-Downstate	26,019.0	26,019.0	100.0%	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	5,972.2	23.9%	1,191.1	Formula
Preschool - Spec Ed	25,000.0	8,566.3	34.3%	3,099.5	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,877.4	88.4%	0.0	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	8,646.3	41.2%	2,789.0	Formula
State Free Lunch & Breakfast	19,565.0	12,775.9	65.3%	824.4	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	7,840.9	46.1%	2,021.3	Formula
Driver Education	15,750.0	0.0	0.0%	0.0	Reimbursement
Truant/Dropout/Optional Education	15,671.6	8,355.9	53.3%	0.0	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	769.5	5.1%	329.0	Competitive grants to school districts
Orphanage Tuition	14,651.0	6,308.5	43.1%	3,406.9	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	7.9	0.1%	0.0	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	0.0	Competitive grants to school districts
Technology for Success	9,603.6	2,741.3	28.5%	1,349.8	Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
ROE Salaries	8,150.0	3,926.2	48.2%	651.8	Salaries for ROE's
School to Work - Federal	8,000.0	267.6	3.3%	66.8	Formula
Spec Ed Summer School	6,370.0	6,370.0	100.0%	2,904.7	Formula - Special education students enrolled in summer sessions

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>December Expenditures</u>	<u>Description</u>
Emergency Financial Asst	5,333.0	312.5	5.9%	0.0	Formula and loans to school districts
Transition Assistance	5,200.0	0.0	0.0%	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	2,271.2	45.4%	224.6	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	692.1	16.4%	317.9	Reimb. for National Board Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	1,846.8	50.0%	0.0	Grants - Start-up funds
ROE School Services	3,250.0	2,429.6	74.8%	149.8	Formula - ROE Operations
McKinney Homeless Education	3,000.0	690.7	23.0%	0.0	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	Formula
Philip Rock Center	2,855.5	1,368.8	47.9%	232.4	Targeted Initiative
Refugee Children	2,500.0	0.0	0.0%	0.0	Grants
Charter Schools-Federal	2,500.0	260.8	10.4%	17.5	Competitive
IDEA Part D	2,500.0	639.2	25.6%	224.1	Reimbursement
Learn & Serve America	2,000.0	97.3	4.9%	36.6	Competitive grants
Title VI	2,000.0	0.0	0.0%	0.0	Formula
Charter Schools-Rev Loan Fund	2,000.0	12.5	0.6%	0.0	Other/Repayment of loans
Agriculture Education	1,881.2	1,513.0	80.4%	97.6	Grants to school districts
Reorganization Incentive	1,669.4	880.0	52.7%	0.0	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Education	1,300.0	416.1	32.0%	346.1	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Mat'ls for the Visually Impaired	1,121.0	653.9	58.3%	93.4	Targeted Initiative--Springfield 186
Title II Eisenhower	1,000.0	0.0	0.0%	0.0	Formula
Advanced Placement Fee	900.0	229.4	25.5%	185.1	Fee reimbursement for Advanced Placement Exam & Int'l Baccalaureate exam
Illinois Breakfast Incentive	723.5	0.0	0.0%	0.0	Reimbursement and grant to public and private schools and child-care institution
Deaf/Blind	600.0	152.9	25.5%	67.1	Grant to Philip J. Rock Center
Minority Transition	578.8	264.6	45.7%	119.9	Grants - serves disadvantage students from selected Chicago HS and elem. schools
Transition to Teaching	500.0	184.5	36.9%	0.0	Grant to Illinois Resource Center
Teach America	450.0	150.0	33.3%	0.0	Grant for Teach for America
IDEA Model Outreach	400.0	89.6	22.4%	89.6	Competitive
Standards Assmt & Acct	303.0	300.0	99.0%	0.0	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grant to Chaney-Monge School District
Metro East Consortium	217.1	108.5	50.0%	108.5	Grant to provide staff development to increase student achievement in MECCA
Training Sch Health Pers. (AIDS)	190.0	0.0	0.0%	0.0	Contract
Recording - Blind & Dyslexic	168.8	0.0	0.0%	0.0	Grant to increase achievement of students with visual impairments
IL Gov't Internship	129.9	18.6	14.3%	18.6	Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Certification Fund	125.0	0.0	0.0%	0.0	Other
IL Future Teachers Corps	10.0	0.0	0.0%	0.0	Grant to Golden Apple Foundation

ILLINOIS STATE BOARD OF EDUCATION
HEADCOUNT AS OF NOVEMBER 2003



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF DECEMBER 2003**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SUPERINTENDENT'S OFFICE						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	2	1	2	2	4
Internal Audit	<u>1</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>7</u>
Sub-Total	3	8	4	13	2	15
GENERAL COUNSEL						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>4</u>	<u>15</u>	<u>4</u>	<u>19</u>
Sub-Total	1	14	4	15	4	19
PUBLIC INFORMATION						
Public Information Admin	1	0	1	2	0	2
Public Service & Communications	1	2	3	6	0	6
Multi-Media	<u>1</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>6</u>
Sub-Total	3	6	5	13	1	14
HUMAN RESOURCES						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>8</u>	<u>13</u>	<u>0</u>	<u>13</u>
Sub-Total	2	5	9	16	0	16
STANDARDS ALIGNED LEARNING						
Early Childhood Education	<u>1</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>9</u>	<u>11</u>
Sub-Total	1	8	2	2	9	11
CERTIFICATION & PROFESSIONAL DEV.						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>16</u>	<u>9</u>	<u>23</u>	<u>3</u>	<u>26</u>
Sub-Total	2	16	10	25	3	28
SPECIAL EDUCATION						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	24	4	0	30	30
Special Education Services - Chgo.	<u>2</u>	<u>13</u>	<u>1</u>	<u>0</u>	<u>16</u>	<u>16</u>
Sub-Total	5	37	6	0	48	48
PLANNING & PERFORMANCE						
Planning & Performance Admin.	1	0	1	1	1	2
Data Analysis & Progress Reporting	1	11	4	11	5	16
Career Development & Preparation	1	7	3	3	8	11
Curriculum & Instruction	1	14	3	4	14	18
English Language Learning	1	9	1	0	11	11

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
Accountability	1	11	3	14	1	15
Student Assessment	1	8	2	10	1	11
System of Support	<u>1</u>	<u>18</u>	<u>4</u>	<u>1</u>	<u>22</u>	<u>23</u>
Sub-Total	8	78	21	44	63	107
INFORMATION TECHNOLOGY						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	28	2	27	7	34
Technology Support	2	15	3	18	2	20
E-Learning	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>5</u>
Sub-Total	8	45	8	51	10	61
OPERATIONS						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	6	3	9
Fiscal and & Administrative Services	3	15	24	35	7	42
Funding and Disbursements	3	19	14	15	21	36
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	24	5	0	31	31
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>31</u>	<u>3</u>	<u>7</u>	<u>30</u>	<u>37</u>
Sub-Total	18	107	51	83	93	176
GRAND TOTAL, ALL CENTERS	51	324	120	262	233	495
	10%	65%	24%	53%	47%	100%

Personnel Transactions

Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
Begin Year	787	739	650	522
Hire Externally	27	5	29	12
Recall	0	0	11	5
Retire	-35	-37	-128	-5
Resign	-35	-21	-13	-8
Discharge	-2	-9	-2	-2
Layoff	0	-25	-22	-29
Death	-3	-2	-3	0
End Year	739	650	522	495

* Through December

Changes to Key Personnel:

Status of Personal Services:

All personal services lines are balanced or near balanced but very tight and with little flexibility to add additional staff.

Management & Organizational Issues:

ILLINOIS STATE BOARD OF EDUCATION
 James R. Thompson Center
 100 West Randolph, Suite 9-031
 Chicago, Illinois 60601

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>The December 18, 2003 Illinois State Board of Education meeting was called to order at 9:05 a.m. by Board Chair Janet Steiner. She then proceeded to request that the roll be called. A quorum was present as all members were in attendance.</p> <p>MEMBERS PRESENT: Janet Steiner Dean Clark Gregory Kazarian Joyce Karon Beverly Turkal Richard Sandsmark Judith Gold Ronald Gidwitz</p> <p>Dr. Steiner stated that the meeting would a one day plenary session for Board discussion and action on presented agenda items.</p>
<p><u>Public Participation</u></p> <p><u>Tina Lechnick, Chief Administrator for the Philip J. Rock Center and School</u></p>	<p>Chair Steiner then announced that the Board would begin the meeting with public participation. She stated that individuals who had the desire to address the Board must have signed in prior to the time of public participation, as listed on the agenda. Additionally, she asserted that the presentation must be specific to educationally-relevant issues and be addressed to the entire Board. Dr. Steiner then called the first public participant to come before the Board.</p> <p>The first public participant, Tina Lechnick, stated that it was her privilege to be with the Board to speak on behalf of the 450 children across Illinois who are deaf-blind. Ms. Lechnick then proceeded to give some history on the origination of the Philip J. Rock Center and School. She stated that for the past 24 years, ISBE operated a statewide service center and residential school program for children who are deaf-blind. This program originally was called the Illinois Deaf-Blind Service Center and School. However, it was renamed the Philip J. Rock Center and School (PRC) and it is now located in the Chicago western suburb of Glen Ellyn.</p> <p>She stated that the PRC program was established because children who have a combination of</p>

hearing/visual impairments have unique, complex and challenging educational needs. The program was also established because Illinois universities do not have teacher preparation programs in deaf-blindness. Therefore, district programs need specialized information on effective instructional practice for students who are deaf-blind.

According to Ms. Lechnick, the Illinois School Code Section 14-11.02 delineates the authority and responsibility to the State Board of Education of maintaining and operating the Philip J. Rock Center and School. Therefore, in this endeavor, Ms. Lechnick stated that technical assistance is given to local teams to assist in the targeting of IEP goals and objectives for student achievement.

Ms. Lechnick then went on to add that for the past four years, PRC has been operating from a reduced or flat funded budget. Meanwhile, the center has absorbed increases in insurance rates and general operating expenses. Each year they have had to cut staff positions, dilute technical assistance activities, cancel training events, and reduce community educational programming. In addition, the center is now serving students with more complex medical needs, and school districts do not have the staff employed with expertise in the area of deaf-blindness. Therefore, districts and families turn to PRC to provide assistance.

In essence, Ms. Lechnick asserted that she was addressing the Board to respectfully request that the Board consider increasing their funding allocation by 7% which would amount to a \$200,827 increase. She stated that unlike school districts, PRC does not have the ability to pass referendums, or borrow money. Ms. Lechnick further asserted that the center starts the fiscal year with a zero balance and ends the fiscal year with a zero balance. Their employees have not received a raise in two years. Therefore, she requested that since ISBE has made a commitment to serving children with deaf-blindness, that ISBE fund the program at a level that would allow the center to provide the necessary educational support to be successful with their commitment.

Dr. Schiller informed Ms. Lechnick and the public that the 7% allocation was placed into the proposed FY 05 budget options spreadsheet as requested. In the previous year, this recommendation was also made by the agency, but

**Steve Barg, Parent
of Philip J. Rock
Center and School**

an increase was not funded. The line item only received a flat continuation of funding, only after being reinstated into the budget after being zeroed out in the beginning of the budget process.

Mr. Barg thanked the Board for the opportunity to speak as a parent of a child at Philip J. Rock Center and School in support of a funding increase allocation with the intent of providing high quality education to the center's deaf-blind students. He stated that throughout the state there is a desperate need for support. Mr. Barg stated that without the funding support from the State Board, he is afraid that the education of these students and the services provided to them will be compromised. He stated that everyone is familiar with the Helen Keller story that articulated the needs and challenges of a dually impaired child in that their ability to learn is substantially different from that of a singly impaired child.

He further stated that what the Board may not be aware of is how these challenges are being met by the Philip Rock School which has served as a national model for over 25 years with regard to how states can best provide educational services to deaf-blind students, who are a part of such a low incidence community of learners.

Mr. Barg stated that when thinking of his son's progress, he said that it is easy to praise the Philip Rock Center and School for the substantial growth and progress that his son has experienced since being at the school. He stated that at nine months, his child went through a process which identified him as deaf-blind. At that point he entered the Philip Rock Center. Then, at the age of three, he entered a public school system. Mr. Barg asserted that the Philip Rock Staff were there to train teachers and related staff on the educational needs of his son. In addition, Mr. Barg stated that as parents they have learned sign language at the center.

**Carolyn Thomas-
Davidoff, Illinois
Association of
Gifted Children
(IAGC)**

In closing, he stated that at the age of eleven, his child reentered the Philip Rock Center. He said that due to the support of the Philip Rock staff, his son is now beginning to reach his full potential. Mr. Barg thus stated that he would like to thank the Board for supporting the center, and would encourage them to advocate for the allocation of this state-wide service to continue.

Ms. Carolyn Thomas-Davidoff introduced herself as a 20-

year gifted teacher at Aptakisic Junior High School in Buffalo Grove and a parent of gifted child. She said that she would like to thank ISBE for reinstating funding in the FY 05 Budget for gifted education. Ms. Thomas-Davidoff proclaimed that she wanted to speak of the necessity of funding for gifted education and the necessity of language for gifted education in the Illinois School Code. She stated that the removal of the language has been catastrophic to the field of gifted education.

She stated that many people see gifted education as a “frill” or an elitist education that is seen as a pat on the head designed to make these students feel good about themselves. However, she stated that she was present to convince to the Board that this is not the case. However, gifted education addresses the needs of these students. According to Ms. Thomas-Davidoff, it is just not some extra benefit that they can do without. As a teacher of gifted education for 20 years, Ms. Thomas-Davidoff stated that what gifted students tend to learn in school is how to mark time. They learn to be inattentive in a public school. She said that one parent claimed that she learned that her child learns in two days what other children learn in eight days. The question of the parent then was what their child does on day three. Ms. Thomas-Davidoff said from her experience, these children have learned to be present in body but not in mind and spirit. They have learned also to be angry as a result of their idle time. As an example, she stated that within the city of Chicago, 30% of the high school dropouts are identified gifted children, as noted by the IAGC.

According to Ms. Thomas-Davidoff, what these students need is the opportunity for challenge. She asserted they need an education that addresses their needs not just the needs of the other students in the classroom. In addition, she stated that the No Child Left Behind Act puts a lot of attention on special education. She stated that if this state however wants to leave no child left behind, gifted education students need to be provided the same accommodations in order for their needs to be met to reach their highest potentials. As an example, Ms. Thomas-Davidoff cited her daughter who is a middle school student. She proclaimed that her daughter informed her that she reads the material, takes the test, and gets an A. According to her daughter, there is no need for her to study, as she can get an A without studying. Therefore, her daughter told her mother she had no study skills. Ms. Thomas-Davidoff expressed her

Beth Burke,
Executive Director
for Illinois
Computing
Educators (ICE)

concern with her daughter entering high school with no study skills that some other students receive who are not gifted because these students devote time to studying the material. In closing, she stated that it is very important for the state to fund gifted education so that gifted students also receive the best education possible to enable them to reach their full potential.

At the end of Ms. Thomas-Davidoff's presentation, Mr. Gidwitz stated that funding gifted education is a broader issue than coming before the State Board of Education. The issue comes with the General Assembly and the Governor. He stated that she and others of a like mind need to express themselves and be present when these issues are being acted upon in the General Assembly. Mr. Gidwitz and Dr. Schiller suggested that Ms. Thomas-Davidoff also contact the Office of Management and Budget to express their views as well as contact other organizations that share her same concerns to unite together in Springfield to express their opinions on the budget needs and priorities.

After Ms. Burke introduced herself as the Executive Director for Illinois Computing Educators (ICE), a non-profit organization dedicated to supporting the use of technology in Illinois schools, Ms. Burke expressed her appreciation to the State Board for their concern in trying to do their best with the state budget. She stated that she realized that economic times continue to be difficult. However, Ms. Burke asserted that ICE believes that education cannot continue to take steps backwards in Illinois.

She stated that ICE is concerned about the future of educational technology in the state of Illinois. Ms. Burke asserted that in the late 1990s, Illinois was extremely proactive, establishing a statewide telecommunications infrastructure for schools, supporting community-based technology planning, funding sound technology plans in schools, training thousands of teachers, strategically investing state funds, and applying for and receiving millions of dollars in federal subsidies for telecommunications.

Ms. Burke then stated that this momentum has come to a stop as the state is moving backwards in the area of educational technology. She asserted that in 2002, the state funds for school technology were cut from 49.25 million dollars to just over 25 million. Ms. Burke added

John Hill,
Superintendent of
Fox River Grove
School District 3

that last year funds were cut again to 11.5 million. She stated that even the proposed 3% cost of living increase for FY 05 is not enough to put Illinois back on track to ensure that our graduates are reading to thrive in the digital age.

With the No Child Left Behind Act and in order to support the state learning standards effectively, Ms. Burke proclaimed that it is imperative that technology become a strong component of the state budget. According to Ms. Burke, technology is an integral part of learning in our classrooms and is necessary in order to provide our children the 21st Century skills needed to succeed in this ever-changing world with which they are faced.

In concluding, she encouraged the State Board, on behalf of the Illinois Computing Educators, to look closely at the budget and the technology needs of all children in the state of Illinois. She then thanked the Board for their time and consideration on this exceedingly important matter.

John Hill stated that as the Superintendent of Fox River Grove, a small elementary school district, he came before the Board at the direct of his community and his Board of Education to discuss the face of education and his district's financial status within the circumstances the state is dealing with.

Mr. Hill stated from his understanding, the Condition of Education Report would be discussed by the Board later in the meeting, and Fox River Grove would be used as a profile school. He stated that in this regard, he wished to make his own personal remarks. Mr. Hill stated that Fox River is a small but affluent area that has about 700 students. The tax rate is currently 2.42 in the education fund. He stated that in March, the district is being forced to go the community and request a 42 cent increase. Mr. Hill stated that even with the 42 cent increase in the tax rate, they will still be reducing 7 teachers out of the 47 teachers. If the referendum fails, the district will be forced to reduce their teaching staff to 32 teachers, which would be a cut of 15 teachers. In addition, the class sizes would rise from about 22 students to over 34 students. All fine arts would also be removed from the curriculum.

Mr. Hill stated that his district is not unique. There are at least 15 out of the 18 school districts in McKendree county in deficit spending. In addition, at least 9 of the school districts are attempting educational fund

Donna Baiocchi,
Executive Director
of EDRED

referendums. Mr. Hill then asserted that the failure of the state to adequately fund school districts is becoming very critical. The same impact on educational funding is now apparent in even the affluent, suburban areas.

He stated that he also wanted to make a comment regarding the release of the report cards. Mr. Hill proclaimed that he is one of the 400 schools that are going to be affected by the participation rate reporting. He stated that he understands that it is a massive job for the State Board to support the report card system. Mr. Hill however stated that even though the State Board is going to put out a disclaimer, he is very concerned about the school district being named for not making adequate year progress. He said that he is sure the State Board is dealing with this, and that he appreciated the Board's time.

Mr. Gidwitz then inquired of the Superintendent if he was going to address the status of the school report cards. Dr. Schiller affirmed that he would address the topic of school report cards during his report.

Donna Baiocchi, Executive Director of Education Research Development, thanked the Board for the opportunity to address them on behalf of the suburban school districts. She stated that there are few schools that can take care of the needs of gifted children in their buildings. In addition to gifted education, the suburban schools have experienced a cumulative effect with regard to budget constraints and cuts locally and at the state level. For example, she stated that since 1998, nine of her districts have lost 121 million dollars.

Deborah Curtis,
Middle Level
Standards Panel
Chair

Ms. Baiocchi expressed her pleasure with the Board's work toward being advocates for what the school districts need. She stated that she was also pleased with the fact that the Board put back into the budget the ADA block grant, a measure that suburban school districts can benefit from as most of these dollars go to staff development toward certifying highly qualified teachers. Ms. Baiocchi also stated that she was glad to see that the Board had included funding the special education formula at 100%. Additionally, she stated that the Hold Harmless funding is very essential in her suburban districts as well. Lastly, she stated, as she said that others had, she was pleased that gifted education also was placed back into the budget.

Loomis Mayfield,
Illinois After
School Alliance

To conclude, Ms. Baiocchi presented the Board with an illustration of the need for our state to seek other ways to fund and support education with sharing an advertisement for a 700,000 home in Chicago that has a guaranteed tax bill of no more than \$1000 a year for 8 years. She said that this is an example of the kind of thinking that we need across our state with regard to funding schools. Ms. Baiocchi asserted that it is not just about what the state is going to give us but also pressing other revenue sources locally to provide a good education for our students.

Deborah Curtis, chair of the Middle Level standards panel, stated that the panel has begun its fourth year toward developing Middle Level Teacher Education Standards. She thanked the Board for taking the time to look at the standards in their December packet and requested that the Board consider approving the standards. Ms. Curtis stated that the panel is still discussing implementation information with various individuals with throughout the state. Ms. Curtis then said that she, along with others, believes that already having a middle level endorsement in place and no standards is a problem. Therefore, she would like to see the Board move toward approving the standards. After the approval of the standards, the panel will continue to work toward the implementation of the standards.

Mr. Kazarian stated that as the Board looks at approving the middle level standards, he would like to see technology proficiency woven into to the standards toward the implementation phase. Ms. Curtis stated that the standards that before the Board are the focus standards. At Illinois State University, all teacher preparation students have the expectation of technology proficiency as they go throughout the program, and according to Ms. Curtis, these students are meeting them. Ms. Curtis asserted that is definitely not the students who have a problem with technology proficiency but the instructors who are also being trained and encouraged in this vital area of instruction and implementation.

Sean Noble, Voices
for Illinois Children

Loomis Mayfield expressed his appreciation for the opportunity to address the Board during the public participation portion of the meeting. He also thanked the Board for the time and dedication they put into being a Board member of ISBE.

Mr. Mayfield then stated that he was presenting to the Board as a representative of the providers, educators and

Bindu Batchu,
Metropolitan
Planning Council

professionals of after school programs around the state. He asserted that their alliance is in support of after school programs, and therefore encourages the Board to act boldly with regard to increasing funding for after school programs. For example, Mr. Mayfield stated that the summer bridges program is a prime example of what a program can do to aid students around the state toward meeting the standards. Therefore, Mr. Mayfield stated that his alliance would like to see an increase more toward the middle range.

He further stated that our state should be moving toward a plan within the next couple of years to provide even more (at least up to 50% for grades 3, 5, and 8) resources and programs for students who do not meet the standards. In closing, he reiterated that, while he knows this is only one of many steps (other steps being communicating with the Governor and General Assembly); he encourages the State Board to take the leadership in increasing funding for after school programs.

Sean Noble thanked the Board for the opportunity to discuss the budget deliberations and meetings. He also thanked the Board and ISBE staff for their hard work in putting together a proposed budget for the coming year. Mr. Noble stated that he was pleased to see the attempts made in the budget to fund such items as the bilingual program, the summer bridges program, the early childhood block grant, the COLA increases, and an increase of the per pupil foundation funding level. Mr. Noble stated that he would like to even see the funding level be increased to \$250.

Mr. Noble stated that he knows the Board agrees that we must do better in the funding that Illinois provides to our schools as compared to other states nationally. He stated that it is important to come up with new resources to fund the educational needs and services for our children. Mr. Noble therefore encouraged the Board to be bold and be visionary in making their case to the General Assembly. He stated that several agencies and organizations are behind the State Board and will be in number and force to support the budget recommendation as well.

Bindu Batchu began by thanking the Board, especially the Finance & Audit Committee, for all of the hard work that was put into drafting a budget proposal for fiscal year 2005. She stated that she knows the Board is in the midst of making many difficult decisions. Ms. Batchu then

	<p>said she believes that the Board has made excellent progress with the budget and the priorities that have been set. She asserted that she wished to specifically focus on General State Aid (GSA) and the foundation level.</p> <p>She stated that she knows the Board is aware, as Sean Noble pointed out, of Illinois' funding gap as compared to other states. In addition, she stated that Illinois' achievement gaps show the greatest student achievement gaps between students in poverty and wealthier students on three out of the four tests in reading and math. Ms. Batchu stated that she believes that this is such a problem for Illinois when we think about where we want to be as a state with the No Child Left Behind Act and having an economy that has a great work force for current businesses and graduates going into the work force. Therefore there is a great concern to provide resources to move our state further toward these goals.</p> <p>In addition, Ms. Batchu asserted that while she is glad that the Board has recommended an increase in the foundation level, she believes it should match the EFAB recommendation of a \$250 increase to be consistent with what was done last year and provide the important framework in the legislature. For example, she cited that many districts are struggling with resources to buy new textbooks and equipment as well as meeting average classroom expenses with the current funding that is allocated. She stated that if the \$250 is not reinstated, districts and schools will possibly be dealing with a bigger challenge down the road as the state pension crisis has revealed.</p> <p>Dr. Steiner thanked all of the public participants and then announced that the public participant segment of the meeting would come to a close.</p>
<p><u>Approval of Minutes</u></p>	<p>Chair Steiner then requested a motion for the approval of the November 19-20, 2003 State Board minutes. Gregory Kazarian moved that the Illinois State Board of Education approve the minutes of the November 19-20, 2003 meeting as published. The motion was seconded by Dean Clark. Thus, Dr. Steiner requested for the roll to be called. The motion passed as all members present voted yes to approve the minutes.</p>
<p><u>Presentations</u></p>	<p>Dr. Steiner then stated that there would be a presentation by the East St. Louis Financial Oversight Panel with regard to their response to the East St. Louis School District's petition to dissolve the Financial Oversight</p>

	<p>Panel. She then requested that the Board welcome Lorilea Buerkett, attorney for the East St. Louis School District #189 Financial Oversight Panel.</p>
<p><u>East St. Louis Financial Oversight Panel response to petition to dissolve the FOP</u></p>	<p>Lorilea Buerkett thanked the Board for the opportunity to respond to the East St. Louis School District #189 petition to dissolve the Financial Oversight Panel.</p> <p>She stated that the FOP was established by the State Board some nine years ago in accordance with the financial assistance law to assist districts in financial difficulty to ensure financial integrity. Ms. Buerkett then asserted that with this purpose in mind, the panel is requesting that the State Board deny the district of East St. Louis their request to dissolve the panel until the point of October 2004 when the panel would naturally dissolve. Ms. Buerkett stated that the question remains as to why the East St. Louis Board of Education would request the dissolution of the FOP by June 30, 2004. She stated while it would seem to make sense as it is the beginning of the fiscal year, many critical financial steps and measures are taken between June and October to ensure a financially sound budget. During this period, the FY05 budget will be drafted and finalized as well as a multi-year contract will be negotiated between the district and the Union. According to Mr. Buerkett, it is because of these two reasons; the East St. Louis Board of Education would like unfettered control over their finances. Furthermore, these two events will have significant impact on this district in the next year.</p> <p>Ms. Buerkett then went on to give examples of the administration of these two events in this current year. She asserted that the budget for FY04 was very difficult to complete and could not have been done without the assistance of the FOP and the State Board of Education. With regard to contract negotiations, the Board has reneged on the agreement with the FOP. Thus, they have tried to hire as many staff as they can without having the budget to do so. However, the budget simply will not allow this. According to Ms. Buerkett, the Board will say and do anything to get what it wants, and then will do what it wants at a later time.</p> <p>In speaking of the criteria for dissolving an FOP, Ms. Buerkett stated that that the petitioner erroneously stated that the main criteria for approving the dissolution of a FOP would be that the financial status or situation of the</p>

district improves. According to Ms. Buerkett, this would only be a condition for filing a **petition** to dissolve, not specific criteria for dissolving a FOP. She stated that this discretion is not stated in the law but was left up to State Board pursuant to Section 1b5 of the School Code. She stated that it is the Board's judgment that is important in this circumstance, and that the decision is based on objective resources that prove or disprove that the district has improved financially. Ms. Buerkett stated that the financial situation of the East St. Louis district has improved. However, the financial status has improved not because of the Board but in spite of the Board. In addition, she stated that Robert Oats was misquoted on his statement with regard to the need for a FOP in the district. She asserted that upon his exit from the FOP, Robert Oats said that there will always need to be a financial oversight panel with an elected Board of Education in East St. Louis.

Ms. Buerkett stated that it is the history of the district that is important to the Board. She stated that past conduct is the best predictor of future conduct in the district of East St. Louis.

To give example of their history, Ms. Buerkett stated several circumstances that, from her viewpoint, showed lack of financial responsibility and wise fiscal spending on behalf of the district in the past. Ms. Buerett thus concluded that the history of the Board requires that the request be denied.

With regard to the relationship between the district and FOP, Ms. Buerkett asserted that the relationship between the Board and the panel has been uncooperative from the start. She stated that as this relationship was involuntary, one would not expect that a good relationship would be the hallmark of the situation. According to Ms. Buerkett, the panel's roll is not to engender friendships but to established financial integrity. In addition, she state that the panel has worked with the district by answering their questions and guiding them through the financial recovery process.

Finally, Ms. Buerkett stated that the panel is now faced with a difficult transition of power and duties. There is a short time frame to accomplish the remaining panel goals before October.

In the panel's opinion, time should not be cut short in attempting to carry out their present duties. Ms. Buerkett then said several decisions will have to be made in the

	<p>midst of the hiring of a new financial manager and maintaining a stable, effective administrative team. Ms. Buerkett further asserted that the district does not have a sound investment policy or plan in place. She stated that the FY05 budget is critical and the panel is needed in this planning process.</p> <p>With regard to financial planning and processes, Ms. Buerkett stated that the East St. Louis Board is a body who is unwilling to have its conduct considered, and therefore is unlikely to desire to change that conduct. She thus stated that the panel members feel strongly that the financial oversight should continue in the district until the planned sunset in October. In addition, she proclaimed that the FOP will gain nothing from their service to District 189 or even from the recommendation to deny the dissolution petition. Ms. Buerkett thus urged the Board to seek and support changes in the governance of the district, when necessary in order that the advanced gains that have been made on behalf of the FOP are not lost. She stated that the panel would also support an amendment to the downstate School Financial Authority (SFA) statute in order to implement such a measure as needed in the district.</p> <p>Dr. Schiller thanked Ms. Buerkett for her presentation. He then stated that the local school board will have an opportunity to reply as well as the FOP to each other at the January 21-22, 2004 Board meeting. After that point, the hearing opportunity will be closed and the State Board will have an opportunity to begin deliberation to consider if the petition for dissolution would be accepted or denied.</p>
<p><u>The Condition of Education Annual Report</u></p>	<p>After Chair Steiner announced that the next presentation would be The 2003 Condition of Public Education Annual Report, Dr. Schiller began to give an introduction of the report contents. He stated that the report provides a wide range of demographics, statistics, and student/school achievement data to help Illinois citizens better understand their educational system. He asserted that the report should serve as a dependable resource for understanding pre-kindergarten, elementary and secondary education in Illinois. In addition, the report offers an opportunity for the citizens of the state to realize the demands and expectations on our districts, schools, students and teachers have never been greater as the expectations are rising from the state and federal level in response to the No Child Left Behind Act. Accordingly, special needs populations are growing at a rapid rate. Dr.</p>

Schiller asserted that failure to provide an adequate education for these students and all students will leave them ill-equipped for jobs in our emerging economy.

The Superintendent then said that the report points out clearly that the goal for all students to meet the standards is achievable. There is evidence and recognition of schools within our state who have earned the status of being a Blue Ribbon School and/or Spotlight School. There are children that have already met the standards at a high level, and there are proven programs and research-based strategies to help all students reach this level of achievement. However, the cost of providing a basic educational service is outpacing the growth in resources to schools as education is labor-intensive. Districts are having extreme difficulties paying for the increasing costs to fund regular and special education needs and programs. Dr. Schiller stated the Board realizes that Illinois is highly, overly dependent on funding by the local property tax to the districts. Local levels are having a difficult time generating the revenue and passing referendums. Therefore, without new revenue streams, we are faced with a limited ability to provide new revenue sources to schools. Dr. Schiller proclaimed that our educational system is on a collision course. As costs continue to outpace resources, the demands placed on schools are in collision with the demand to provide services. Thus, there are four possible ways to address these trends:

- Cut programs at the local level and erode the ability of schools to prepare students to achieve standards.
- Increase local property taxes at a time when most local referenda are already failing.
- Reallocate existing state resources from other important state programs and dedicate them to education.
- Dedicate new state resources to meet the increasing funding needs for education.

Therefore, The Condition of Education is a document that is provided by the State Board detailing the progress made and the progress that must be made with regard to funding the education of the students in our schools. Dr. Schiller stated that the Board has outlined priorities in making progress toward continued goals. Some of these priorities include:

- Fully funding state mandates, particularly special education.

- Funding programs which provide districts flexibility for local decisions and circumstances such as General State Aid or the School Safety and Improvement Block Grant (ADA Block Grant).
- Funding programs which help districts cope with the significant additional costs associated with special populations such as bilingual, gifted, truants, etc.
- Funding initiatives that are researched-based and have the greatest promise for moving the entire elementary and secondary system ahead or that address areas where achievement is lagging.
- Funding programs that do not have a local funding base such as early childhood.
- Providing assistance to schools not meeting adequate yearly progress targets by investing in the System of Support.

Dr. Schiller then asserted that the report lays out not only fiscal needs related to education in the State of Illinois but a vision. According to Dr. Schiller, it identifies where we are as a state and where we must go. Therefore, a systemic blueprint was put together to position our schools to attain the goals of NCLB so that every child that leaves our school system can display the skills needed before leaving the classroom.

Dr. Schiller then proclaimed that great work has been put into the report over the last four months. The Board document states the condition of education, not the budget for the state, which will be released at a later time. He then requested that the Board members offer comments regarding the report.

Dr. Steiner stated that she appreciated that items were presented very clearly within the report. She further asserted while there are many positive things in the report, the state must do something about the funding crisis. Dr. Steiner then inquired of Greg Kazarian, chair of the Education Policy Planning Committee if he had any comments regarding the report.

Mr. Kazarian responded affirmatively by stating that the report was discussed in detail in the Education Policy Planning Committee meeting and that prior discussion was also held with the Superintendent and staff with regard to communicating the Board's direction and vision for the report. Mr. Kazarian offered that the report is a collaborative document which written with the intention of

speaking to all of our constituents in Illinois regarding the state of education so those who care about education have a focus from which to work. He stated that document shows the diversity of this state, and that the common denominator is that the State Board believes and cares about education and this education being delivered at a high caliber level to our 2 million children in the state.

Mr. Kazarian then proclaimed that it was his hope that the document will carry some weight. He stated that the Board did not chicken out but rather discussed funding the priorities and looking at different revenue sources as well as looking at certain principles. He applauded the fellow Board members for taking the position that they have. Moreover, he asserted that it is folly to take the exact system last year we know failed 50% of our students, do it again this year, and expect a miraculously different result. However, in adequate funding, according to Mr. Kazarian, we can deliver the results that our children and businesses deserve and respect. Mr. Kazarian asserted that in the Board deliberations, they struggled with keeping a balance. Yet, he stated that he believes the Board has come up with a good plan that supports public policy debate for providing funding for a quality educational system.

Mr. Sandsmark then said that the Board has not backed away from advocating for things just because they may get the Board in political trouble. He stated that it is important that the Board has made priorities, and while the entire report and the priorities and principles are good statements of philosophy, it is important to recognize that a lot of work needs to be done.

Mr. Gidwitz began by thanking staff for the hard work that was put into the creation of the report. Then, he went on to inquire about specific components of the report. As an example, Mr. Gidwitz inquired about the transiting from grade to grade (i.e. the institution of the Kindergarten Plus program) and concurrent remediation for these students, for instance in third and fourth grade. Mr. Gidwitz also emphasized the importance of not condoning social promotion, and the need to have some ammunition concerning social promotion. David Wood then stated that under the remediation provided for students not meeting the standards, all students who need the services will be served as these are critical benchmark services. (The Summer Bridges Program was cited as an example.)

Mr. Gidwitz further asserted that the state must take a leadership role in providing a high quality education for all of its students. Dr. Schiller affirmatively agreed by stating that this is being done under the System of Support, and models and simulations are being run as well. Mr. Wood added there is some difficulty with running the simulations, and yet some are easy as you just project on a formula and keep with the same inflation. However, when doing such programs such as early childhood and changes in allotments, it becomes difficult. Additionally, Mr. Gidwitz added that before getting to the legislative session, it would be good to have the simulations so the State Board can give specific examples on a line item basis. It would therefore be the hope that the budget would be released in January and all of the calculations would be completed.

Mr. Gidwitz then asserted that there is another issue involving the Regional Offices of Education as they are heavily dependent on the state for a lot of school services. Thus, Mr. Gidwitz asked how the state will deal with this beyond the funding aspects. Dr. Schiller stated that the ROEs serve as intermediate service centers. Mr. Gidwitz agreed affirmatively with this role but stated that many people do not understand this. Therefore, Mr. Gidwitz proclaimed that it is important that they are told exactly what the ROEs do and what services they provide so in the event the General Assembly or Governor needs to draw a line through it, they do it on a knowledgeable basis.

Mr. Gidwitz then stated that the report does not give special education justice as far as the burden that is placed on local school districts. He said that it is important to understand the impact special education will have on many school districts. Mr. Gidwitz stated that such information as different levels of need and specific cost per child should be included within the report.

Lastly, Mr. Gidwitz inquired as to if the issue of Chicago Pension was discussed within the report. Dr. Schiller positively affirmed Mr. Gidwitz inquiry by stating that addressing the Chicago Pensions was discussed in the section entitled "How Can Illinois Improve School Finance and Funding?"

At the conclusion of the presentation, Dr. Steiner stated that the Board would take a break before beginning Discussion and Action items.

<p><u>Items for Discussion/Action</u></p>	<p>Dr. Steiner then announced that the meeting would be called back to order for the purpose of reviewing Items for Board Discussion and Action. She then proceeded to inform the Board and public that she would ask the Superintendent to summarize each item on the agenda, ask for a motion and second, allow for Board discussion, and then request that the Board take appropriate action, as needed.</p>
<p><u>Annual Charter Schools Report</u></p>	<p>Dr. Schiller stated that purpose of the Annual Charter Schools Report agenda item was for the Board to discuss and take action on the submission of the State Board of Education's required annual report to the General Assembly and the Governor regarding the Illinois charter schools in 2002-2003. He stated that the last report was submitted in January 2003 for the 2001-2002 school year. Dr. Schiller then added that the report was discussed in the Education Policy Planning Committee meeting the previous day. The Superintendent stated that his recommendation would include the approval of the report for transmittal to the General Assembly and the Governor. Dr. Schiller asserted that some issues for the State Board to consider regarding possible legislative changes would be:</p> <ul style="list-style-type: none"> • Amend response timelines from 14 days to 30 days to allow for adequate time to review charter school proposals. • Set an October 1 deadline for the submission of new charter school proposals to the local districts in order to provide adequate time for the completion of the approval process prior to the beginning of the next school year. • In addition to school employees, require criminal background investigations for board members of the charter school. • Add the requirement of a conflict of interest statement for charter school board members. <p>Dean Clark then inquired as to if the requirement for a criminal background investigation also was a requirement for public school board members. Staff stated that no, this is not a requirement for public school board members. However, a problem did arise with one charter school board as one of the members had a felony record. Mr. Kazarian stated that since the charter school board members are not elected but appointed or selected there are different governance issues that come into play. In setting parameters such as these, Mr. Kazarian asserted that the Board is setting a good standard for all charter schools in the state. It was noted that certain provisions</p>

	<p>don't prohibit service by anyone. If a charter school still wishes to have a certain person on the board, they can choose to do so.</p> <p>Mr. Kazarian inquired about the administrative needs section as to whether the needs outlined are issues the Board would be looking at. Dr. Schiller said no, and stated that the needs listed were administrative needs from the charter school providers and personnel. These needs were presented to the Board in the event that the Board would want to consider policy decisions regarding the items listed. Thus, these administrative needs were included in the agenda item for the Board to consider from a policy perspective.</p> <p>Beverly Turkal inquired as to whether there is currently a requirement concerning the reporting of finance and auditing issues. Don Full stated that there was no statutory requirement in the law that financial information should be submitted with this report. Then Ms. Turkal questioned how the state knows how much they are spending per student. Don Full stated that when the charter schools submit their renewal report they must provide this information. ISBE staff member Joann Price also stated that they have received some financial audits from the schools that have not been under renewal. Ms. Turkal said that she understands the philosophy of charter schools is very different. However, she stated that it is important to look at this requirement.</p> <p>After some searching in the Illinois School Code, Don Full found that the statute does require an annual financial statement to be submitted. Mr. Gidwitz asked why the cost per pupil would still not be included in the annual report. Mr. Full stated that it just is not required in the statute. Mr. Gidwitz suggested that the information be added despite the lack of requirement. Dr. Schiller then stated that staff would work on an addendum to the report that included information on the per pupil expenditures in the charter schools. Mr. Gidwitz then also requested that staff compare the per pupil expenditures at the charter schools with the district per pupil expenditure amounts.</p> <p>Dr. Schiller and staff agreed that the addendum would be drafted and completed in a couple of weeks for the Board's review.</p>
<p><u>Professional Teaching Standards for</u></p>	<p>Dr. Steiner then announced that the next item for Board discussion and action would be the Approval of the Professional Teaching Standards for Middle Level</p>

Middle Level
Educators

Educators. Dr. Schiller stated that the purpose of this agenda item would be to secure Board approval of the proposed standards for middle level educators. The Superintendent informed the Board of the standards they would be voting to approve or disapprove:

- Standard 1—Young Adolescent Development
- Standard 2—Middle School Organization
- Standard 3—Advisor/Advisee/Advocacy
- Standard 4—Middle Level Curriculum
- Standard 5—Middle Level Instruction and Delivery
- Standard 6—Assessment
- Standard 7—Collaborative Relationships

Dr. Schiller informed the Board the standards were unanimously voted upon at the State Teacher Certification Board and that they are in full support of the middle level panel's recommendations. In addition, these standards were reviewed by the Education Policy Planning Committee who also concurred with the standards developed by the panel.

Dr. Steiner then requested a motion concerning the Approval of the Professional Teaching Standards for Middle Level Educators. Gregory Kazarian then moved that the Illinois State Board of Education adopt the Professional Teaching Standards for Middle Level Educators, as recommended by the Middle Level Panel. The motion was seconded by Dean Clark.

Dr. Steiner stated that the weakest area tends to be at the middle education level, as stated in The Condition of Education. She asserted that all the blame cannot be laid on the middle school as the Early Childhood Education is very important to the achievement at the middle level. She stated that she knows early childhood is striving to do all they can and that the middle level is truly a tough level to teach at. Mr. Sandsmark agreed with Dr. Steiner by stating that he also taught at the middle level and a lot of undue blame is placed on the middle school. He did however state that he does agree that the middle level teacher needs more preparation before going into the middle school classroom to teach. Ms. Turkal added that it isn't as if there has not been any preparation for these teachers. Yet, she stated that understands why they are pushing the standards forward. She then asked if the Board approved these recommendations would there be anything to keep a teacher from going into teaching because they were a part of a different program. Deborah Curtis, the chair of the Middle Level Panel stated that the

	<p>approval of the standards themselves do not involve teacher certification issues. Certification is still an issue that must be dealt with at a later time.</p> <p>After the discussion, Dr. Steiner requested that the roll be called to vote on the motion. The motion passed as all members present voted yes.</p>
<p><u>Institutions assigned Continuing Accreditation status</u></p>	<p>Dr. Steiner then called for the next agenda item: Approval of Institutions Assigned Continuing Accreditation Status. Dr. Schiller stated that the purpose of this agenda item was for the Board to review the accreditation recommendations issued by the State Teacher Certification Board for Loyola University at Chicago, Augustana College, and Western Illinois University. Dr. Schiller informed the Board that it would be his recommendation to assign “continuing accreditation” status to each school and authorize staff to inform the institutions of the State Board’s decision.</p> <p>Dr. Steiner then requested a motion to approve the assignment of “continuing accreditation” status to these institutions. Gregory Kazarian thus moved that the Illinois State Board of Education hereby assign “continuing accreditation” status to the following institutions:</p> <ul style="list-style-type: none"> • Loyola University at Chicago • Augustana College • Western Illinois University <p>The motion was seconded by Ronald Gidwitz. As there was no discussion on the motion, Dr. Steiner requested a roll call vote. The motion passed as all members present voted yes.</p>
<p><u>New Programs to be offered at higher education institutions</u></p>	<p>Dr. Steiner said that the next item would be the Approval of New Programs to be offered at Higher Education Institutions.</p> <p>Dr. Schiller proceeded to give the purpose for the agenda item which was to review the recommendations issued by the State Teacher Certification Board for the approval of new preparation programs at three recognized and accredited institutions: Knox College, McKendree College, and Northeastern Illinois University.</p> <p>Dr. Steiner then requested a motion for the approval. Richard Sandsmark then moved that the Illinois State Board of Education hereby approve the following educator preparation programs:</p> <ul style="list-style-type: none"> • Knox College—Special (K-12) Music Education Program,

	<ul style="list-style-type: none"> • McKendree College—Special (K-12) Music Education Program, and • Northeastern Illinois University—Secondary (6-12) Heath Education Program. <p>Mr. Sandsmark then said that this action would be taken in accordance with Section 25.145 of the State Board’s administrative rules on certification and authorizes the institutions to conduct programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review.</p> <p>The motion was seconded by Ronald Gidwitz. As there was no discussion on the approval of the programs, Dr. Steiner requested a roll call vote. The motion passed as all members present voted affirmatively.</p>
<p><u>Rules for Initial Review: Part 25, Part 27, Part 29, and Part 350</u></p>	<p>Dr. Steiner stated the Board would continue with the authorization of rules. Dr. Schiller that this agenda item would present proposed rulemaking for State Board consideration and authorize the Board to distribute the proposed rules for public comment.</p> <p>Dr. Steiner then requested a motion to authorize the rules for initial review and public comment. Thus, Gregory Kazarian moved that the Illinois State Board of Education hereby authorize the solicitation of public comment on the proposed rulemaking for:</p> <ul style="list-style-type: none"> • Certification (23 Illinois Administrative Code 25)—60 day review; • Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27)—45 day review; • Standards for Administrative Certification (23 Illinois Administrative Code 29)—45 day review; and • Secular Textbook Loan (23 Illinois Administrative Code 350)—45 day review, including publication of the proposed rules in the <i>Illinois Register</i>. <p>The motion was seconded by Judith Gold. As there was no discussion on the rules for authorization, Dr. Steiner requested a roll call vote to authorize the initial review and public comment. The motion carried as all members present voted affirmatively.</p>
<p><u>Cumulative Waiver Report</u></p>	<p>The next item on the agenda was the 2004 Cumulative Waiver Report. Dr. Schiller stated that the purpose of this agenda item would be to present for initial review</p>

	<p>proposed legislative changes that respond to certain approved waivers or modifications and are recommended for inclusion in the cumulative waiver report. Therefore, Dr. Schiller stated that the Board would direct staff as to the legislative recommendations to be included in the report to the General Assembly.</p> <p>Dr. Steiner then asked for a motion to approve the inclusion of the legislative recommendation in the Annual Cumulative Waiver Report. Gregory Kazarian moved that the Illinois State Board of Education direct staff to include the following recommendations in the 2004 Cumulative Waiver Report, which will be presented for final Board action in January:</p> <ul style="list-style-type: none"> • a recommendation to allow the use of certain legal school holidays for student attendance, parent-teacher conferences, in-service training, teacher institutes or emergency days, provided that students receive instruction appropriate to the individuals honored by the holiday; and • a recommendation to allow districts to shorten the instructional day when the Prairie State Achievement Examination is administered, provided that they first accumulate sufficient time beyond the five-clock-hour requirement to be applied to the shortened days. <p>The motion was seconded by Dean Clark. As there was no discussion with regard to the motion, Dr. Steiner called for the roll call to vote on the motion. The motion carried as all members present voted yes.</p>
<p><u>The Condition of Education, 2003</u></p>	<p>Dr. Steiner then stated that next item for Board action would be the authorization of The Condition of Education report. She then requested a motion. Dean Clark moved that the Illinois State Board of Education adopt the 2003 Condition of Public Education report and authorize the State Superintendent to incorporate the changes discussed during the meeting and publish the report for delivery to the Governor and General Assembly as soon as possible. The motion was seconded by Richard Sandsmark.</p> <p>Mr. Gidwitz then requested that the Board also move that the Superintendent be allowed to make minor alterations as done with rules that are of an administrative nature in the event that errors are found. Dean Clark stated that he concurred with Mr. Gidwitz's request being added to the</p>

	<p>motion. Thus, there was a roll call vote on the motion. As all members present voted yes, the motion passed.</p>
<p><u>ISBE Monthly Reports</u></p>	<p>Dr. Steiner then stated that the next item would be the ISBE Monthly Reports. Dr. Schiller stated that the typical monthly reports have been provided for the Board to review. Dr. Steiner then requested a motion. Richard Sandsmark moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the December 2003 meeting. The motion was seconded by Ronald Gidwitz.</p> <p>Mr. Gidwitz then presented a questioned. He inquired as to what the authorized agency headcount was to date. David Wood stated that the current agency headcount is at 492. Dr. Schiller then asserted that the agency number is predicated upon the funding that is received. There are some positions that need to be filled for non-public and GED, and the hiring of those positions is balanced with the retirements which are taking place.</p> <p>Dr. Steiner then requested a roll call to vote on the motion. As all members present voted affirmatively, the motion carried.</p>
<p><u>Fiscal Year 2005 Budget</u></p>	<p>The next agenda item was the Fiscal Year 2005 Budget. The purpose of this agenda item was for the Board to continue to develop their FY 05 Budget recommendations. Dr. Schiller stated that the Board has tentatively scheduled a Finance Committee Meeting to discuss and finalized the budget recommendations on January 5. Additionally, the Board has scheduled the adoption of the budget to take place on January 8 in the afternoon via teleconferencing or conference call for both meetings.</p> <p>He stated that the purpose of discussing the FY 05 Budget at the current meeting was to review the revised budget worksheet based upon the previous week's meeting proposed changes and recommendations. Therefore, David Wood proceeded to explain to the Board the changes that were made to the budget document. There was a discussion of low range with additions and subtractions with the GSA allotment. The cumulative increases were included, whether the amount increased or decreased. Mr. Wood asserted that it is important to emphasize that staff took the low range and added items pursuant to the Board's discussion. These items included:</p> <ul style="list-style-type: none"> • Increasing the categorical programs to 100%,

- Adding an additional 30million dollars to ADA,
- Restoring the ADA block grant back to the level during FY 03,
- Restoring the Gifted funding to the FY 03 level,
- Instituting a proration for bilingual education from 60 to 75% , and
- Funding National Board for Professional Teaching Standards (NBPTS) to meet statutory requirements.

Mr. Gidwitz then inquired as to if the TRS savings were a result of bonds. Mr. Wood responded affirmatively. He further stated that it is also important to look at what state pension fund receives as well as the pension bonds that have been sold. The base contribution drops a 129 million. Therefore, adding back in Chicago leaves a total reduction of 64. Mr. Wood then explained that this would be characterized as debt service toward another bond to pay debt. However, no special posturing of the money has been assumed.

Mr. Kazarian stated that between the Board meeting and January 5, he would like to see some more information on the programmatic impact of the low range, medium range, and high range in the bridges extended learning program (Summer Bridges) to see who we reach and how they are impacted. He stated that of the public comment received at the meeting, they were pretty well versed in emphasizing the importance of bringing the \$200 foundation level to \$250.

Mr. Kazarian then stated that there is one issue with the Illinois Economic Education Program. He questioned the established advocacy in place that matches dollars three to one. However, Dr. Schiller stated that it is not an automatic but attracts the matching of private sector dollars. In the past, private sector dollars has worked on a 3 to 1 ratio. The Superintendent stated that possibly the Board could get a recommendation that amplifies what should be done about that. Mr. Gidwitz stated that it is a very worthwhile contribution to economic development in the state. Dr. Schiller then asserted that the value of this goes a long way. He said that there was an attempt for this to be added in as a supplemental but was struck by the final budget last year. Dr. Schiller stated that he has received a letter and tons of emails and wanted to bring that to the Board's attention. He then proclaimed that in the context of limited funds, the Board has to place its priorities on the dollars.

Mr. Wood then suggests that as suggestions such as these come up on behalf of the Board, they be sent to the Superintendent so that staff can revise the budget as needed. Mr. Gidwitz then said that he would like to see the Chicago Public School allocation increased from 65 million to 100 million as they did not get anything last year. He asserted that 65 million came out of classrooms at the expense of kids. Mr. Gidwitz then added that in reading the revised text of the *Condition of Education* report the original discussion that took place in the legislature, there was an affirmative commitment to fund Chicago at an appropriate level. However, this has not been the case. Mr. Gidwitz then stated it is important to properly proportion money for Chicago according to the *Condition of Education*.

Several Board members then requested further information on the differences between funding at the low range, mid range and high range and what the effects would be of each. Concurrently, Dean Clark requested information on the programs themselves. Dr. Schiller stated that individual program sheets were being drafted and finalized to be provided to the Board and public for understanding. One such program that was cited was the Summer Bridges Program. The Board agreed that the program is vital and key against retention and helps students prepare for the coming year. The program is also used at times as a condition for promotion. It has been shown that those participating in the programs stay in school and are better prepared for school. Some members even asserted that the Board should be investing more as research has been done that proves the program is very effective.

Dr. Steiner then questioned if money is provided for schools that have not met the standards. Dr. Schiller answered positively by saying that the money is put into these programs to provide the services to the students. Dr. Steiner then inquired as to the process of providing services when some schools have subgroups that have needs and have met the standards. Dr. Schiller stated that funds are allocated to be provided to all those subgroups and schools. Specifically, it was proposed that the funding would be provided to all **students** not particularly the schools, so it would be all inclusive. Mr. Kazarian then added that it is also important to include the eight graders who are not meeting standards and fund programs at the high range that assist those students as

	<p>well. He asserted that the Board must focus on all students not on level and to reach these students in an appropriate way.</p> <p>Mr. Wood requested that the Board members continue to review the spreadsheet and provide their recommendations with regard to the contents therein and define the Board priorities as they evolve.</p>
<p><u>Announcements and Reports</u></p> <p><u>Superintendent</u></p>	<p>The announcements and reports of the Superintendent and Board members then followed the discussion of the FY 05 Budget.</p> <p>Dr. Schiller then proceeded with his report. He stated that he would begin his report by giving an update on several districts around the state. The Superintendent shared that he was invited to Rockford to discuss and describe the aspects of a Financial Oversight Panel and what the law requires. Rockford has been looking as a district to invite the Board to consider such an action. In January the Superintendent stated that he may be meeting with their Board to continue to discuss the option of instituting a FOP.</p> <p>The Superintendent then stated that there has been difficulty for over a year with the Venice school district which has been on probation. A letter of non-recognition has been issued as the district still does not have a balanced budget or records to support a budget. Thus, an action plan was given to Venice. They have 30 days to show cause that they can continue to exist without stopping state aid and resolving the district. The Superintendent stated that the investment of course should be for the children but this is not what they have been doing in the last several years. There has been proof of this in the area of finances, special education, and other programs. The district has been on probation and has unsuccessfully put action plans in place. The Superintendent stated that he would keep the Board informed as of the happenings and the process with regard to Venice.</p> <p>Dr. Schiller then asserted that another district that the Board is looking at is East St. Louis. The district, as part of a compliance review, was evaluated on their special education program. A meeting was held with Superintendent Nate Anderson and he has an opportunity to submit a corrective action plan. There has also been a request to conduct an investigation of the assessment of</p>

the special education students with in the district. Superintendent Anderson has responded quickly by taking disciplinary action and removing several district principals and administrators, and some teachers who violated aspects of the assessment guidelines. Dr. Schiller stated that this was rightly a local personnel decision. The Regional Office of Education (ROE) can also get involved as well as the state. Superintendent Schiller stated that he would be in communication with the ROE concerning their shared roll in this circumstance. Superintendent Anderson is closely communicating unprofessional conduct and staff will proceed to make sure the district is upholding the standards of the state.

In light of the compliance, in the school recognition status, the school would be placed on probation and must build an action plan to remediate the circumstance. Absent from doing that, the district could also be non-recognized. If the action plan is put in place, the district would continue to be on probation until the plan is fully implemented. Training and retraining is currently underway. The district is also charged to look at the students that were not getting services and to institute services to those students. Also, discussion has been held with the district superintendent concerning the search for special education administration and further monitoring and oversight in the district.

With regard to the school report cards, Dr. Schiller stated that the school report cards were delivered approximately one month ago to schools. The Superintendent stated that the school report cards are basically a data dump. Staff does not do anything with the data but regurgitate it. There is a 45 day period to clean up data after the data is released to the schools. The districts have received eight notices since February. Dr. Schiller stressed the fact that the data on report card is data submitted by school districts. Moreover, the state recognized that there were over 30, 000 data areas largely in the area of appropriate coding of subgroups and disparities of whole group and subgroup reporting of participation rate that were erroneous. Therefore, students and districts were not appropriately coded or even coded at all to show a comparable participation rate. This error in reporting participation rate affected about 400 schools where this is the only measure that was not met regarding AYP.

Dr. Schiller stated that the interest is less on the report card but more on the accuracy of the data base for

calculations of AYP and sanctions.

Dr. Schiller informed the Board that staff will be doing an intensive review of the data with the schools. Schools must present data and evidence to show that the school would have indeed met standards if the errors had not been present. Further, the Superintendent added that cleaning up the data base is vital. The Superintendent stated that he cannot halt the dissemination of the data. However, staff has worked with the media in understanding that this state, along with others, are working toward accuracy in meeting and calculating AYP.

Richard Sandsmark inquired as to what was happening with the vendor. Dr. Schiller requested that Clay Slagle, Project Manager, to explain to the Board the recent activity with the contractors. Mr. Slagle stated that staff has been actively engaged in determining a solution for correcting data errors. Discussions have begun with Deloitte to make sure the information given is more accurate. Dr. Schiller stated that one of the critical issues is the Board had to defer due to lack of funding to institute an automated student identifier system. Mr. Slagle stated that this system would greatly improve efforts in data quality. Additionally, Dr. Schiller proclaimed that there has not been a great deal of attention to detail. It is important for school administrators and personnel to ensure that the data put in is clean as it is a direct transfer from schools to the contractor. Mr. Slagle stated that it is important to be mindful that some calculations are involved. However, there are some base numbers that are given to the contractors as well. Dr. Schiller then reiterated that schools must have due diligence and give attention to detail as the data is only as good as the data from the schools that has been put in the system.

Chairman

Committees

Board Operations

As a part of her Chairman report, Dr. Steiner stated that NASBE is in need of a person to be on a study group for athletics on achievement. According to Dr. Steiner, NASBE is requesting a member from Illinois as our state is one of the largest states. She requested that if any Board member would be interested, please inform her of their interest.

On behalf of Joyce Karon, the Board Operations Chair, Dr. Steiner stated that the next Board meeting would be held January 21-22 in Chicago. In addition, she stated

	<p>that a special committee meeting has been planned for January 5 to discuss the FY05 Budget. A special Board meeting was also planned for January 8 to adopt the FY 05 Budget.</p> <p>There were no other committee reports.</p>
<p><u>Other Information</u></p>	<p>Dr. Steiner then requested that the Board review the monthly report on the status of agency rulemaking in the back of the packet.</p>
<p><u>Adjournment</u></p>	<p>The meeting adjourned at 12:23 p.m.</p> <p style="text-align: center;">Respectfully Submitted,</p> <p style="text-align: center;">_____ Richard Sandsmark Secretary</p> <p style="text-align: center;">_____ Dr. Janet Steiner Chair</p>

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 Springfield, Illinois 62777
 4th Floor Board Conference Room
 Via Conference Call

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>Dr. Janet Steiner called the January 8, 2004 special meeting of the Illinois State Board of Education to order at 3:07 p.m. She stated that the Board would convene the meeting for the purpose of adopting the FY 2005 Recommended State Education Budget. Chair Steiner then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT:</p> <table border="0"> <tr> <td>Beverly Turkal</td> <td>Dean Clark</td> <td>Ronald Gidwitz</td> </tr> <tr> <td>Joyce Karon</td> <td>Janet Steiner</td> <td>Gregory Kazarian</td> </tr> </table> <p>MEMBERS ABSENT:</p> <table border="0"> <tr> <td>Richard Sandsmark</td> <td>Judith Gold</td> </tr> </table>	Beverly Turkal	Dean Clark	Ronald Gidwitz	Joyce Karon	Janet Steiner	Gregory Kazarian	Richard Sandsmark	Judith Gold
Beverly Turkal	Dean Clark	Ronald Gidwitz							
Joyce Karon	Janet Steiner	Gregory Kazarian							
Richard Sandsmark	Judith Gold								
<p><u>Overview of Budget</u></p>	<p>Dr. Steiner asked Superintendent Schiller to provide an overview of the budget highlights that the Board would be adopting. The Superintendent stated that the Board and staff, over the last four months, have been looking at how to balance all of the competing needs of districts in a time of diminished resources. He stated that in the Condition of Education report, the current year budget has been laid out as well as the incremental changes and the total system needs in relationship to NCLB standards. Dr. Schiller then proceeded to highlight some areas in the proposed budget that the Board outlined as part of their priorities. The following are the areas that were highlighted:</p> <ul style="list-style-type: none"> • Funding of the GSA Foundation level to \$250 per pupil as in FY 04 (65 % of the total increase of new money), • Fully funding of Mandated Categorical Programs (i.e. Special Education and Transportation) (23% of the total increase of new money), • Funding the ADA Block Grant at the FY 03 Level, • Funding Gifted Education at the FY 03 Level, • Funding an increase of \$30 million to Early Childhood Education, and • Funding an increase in the reimbursement level for Bilingual Education from a 63.9% level of funding 								

	<p>to a 75% level.</p> <p>Superintendent Schiller stated that in order to move and improve the system, there has also been a proposed increase of \$6 million in the area of System of Support to assist schools on the Academic Warning List who are not making adequate yearly progress (AYP). In addition, in an effort to improve student performance at grades 3, 5, and 8, a significant increase in funding to the Learning Extended Programs has been proposed.</p> <p>In summary, Dr. Schiller stated that 88% of new money will be used to help maintain services and fund required mandates in the School Code (i.e. GSA and Mandated Categorical Programs). Overall, there is a proposed \$609 million increase from FY 04 to FY 05 in an effort to move our education system forward.</p>
<p><u>Motion</u></p>	<p>Dr. Steiner then asked for a motion to approve the budget. Dean Clark then moved that the State Board of Education hereby approve a FY 2005 Budget recommendation for elementary and secondary education of \$7.2 billion in General Revenue Funds and \$9.4 billion in all funds. The specific program recommendations are shown in the budget document and budget chart (please see attached).</p> <p>The State Superintendent and staff are directed to present the 2003 Annual Report and Fiscal Year 2005 Budget document to the Governor and General Assembly for adoption during the spring 2004 session. In addition, the State Superintendent and staff are asked to provide appropriate information to the educational community and to Illinois citizens.</p> <p>As appropriate to circumstances that arise during budget deliberations or as information is received from the federal government, the State Superintendent is authorized to make necessary changes to federal and Non-General Revenue fund recommendations. Changes to the General Revenue Fund recommendation may be made at the State Superintendent's discretion, or in consultation with the Chairman or the Board, depending on the magnitude of the proposed changes.</p> <p>The motion was seconded by Joyce Karon.</p>
<p><u>Discussion</u></p>	<p>Chair Steiner then requested discussion from the Board on the motion to approve the budget.</p>

Chicago Teacher Retirement System

Mr. Gidwitz stated that he was still uncomfortable with the proposed appropriation of \$65 million to the Chicago Public Schools (CPS) Retirement System. He stated that the funding amount given to Chicago should be brought to the legislative intent which was to be 20-30% of the level provided for the Downstate Teacher Retirement System (TRS). Mr. Wood replied that CPS is concerned about falling below their 90% funding support level. Mr. Gidwitz stated that the state fell short of their commitment to fund the Chicago Teacher Retirement System last year as the Governor asserted that he would find money in other line items to fund Chicago. However, this did not happen. In addition, Mr. Wood stated that CPS has a long-term proposal for legislation in the spring session to establish a continuing appropriation for C-TRS similar to TRS and to substitute the state for CPS as the employer responsible for on-going contributions to the C-TRS system. Dean Clark stated that he was indeed comfortable with the \$65 million because of this legislation CPS will be bringing in the spring to the General Assembly.

Mr. Kazarian stated that he was comfortable with the \$65 million proposed appropriation as this issue has not been an oversight because ISBE has had discussions with CPS regarding this appropriation. Beverly Turkal then added that it is important to remember that there are other lines that have been mandated to be funded at a certain percent and that are not funded as they should. When working with the budget, however difficult, a balance in funding among appropriations must be maintained.

Summer Bridges Program

Joyce Karon then asked for clarification in how the increased funding for the Summer Bridges Program would be utilized. Dr. Schiller stated that the money would be used for extended day or year programs targeted for grades 3, 5, and 8 for students not meeting the standards in the area of reading. Ms. Karon as well as Ms. Turkal expressed concern with the monitoring of the distribution of the money as well as evaluating the effectiveness of the program. Dr. Schiller stated that there is going to be a more rigorous application process which will assure that the money goes directly to student learning. In addition, the Student Identification System (SIS) that is being planned for the future will help in the evaluation of the programs as now the reporting is mainly anecdotal.

Dr. Steiner questioned if all districts would be eligible for the Summer Bridges Program. Dr. Schiller stated positively by saying that there is an open application

	<p>process. All districts that have students that would qualify for the program are open to apply for funding.</p> <p>Dr. Steiner and Ms. Karon stated that they expressed their concerns as there is a substantial increase in the funding of the program. Mr. Kazarian stated that it is important to point out that funding Summer Bridges is a significant contribution to the cost of improving student performance. He also asserted that it is important to also remember that we cannot abandon the other students who need enrichment programs as well.</p> <p>Dr. Schiller offered to submit a draft application to the Board to review the expectations and regulations connected with the application process and receiving funding for the Summer Bridges Program. The Board agreed that the ability to review the application would be a good way to ensure that the program funds would be disbursed to schools needing the assistance to help improve student achievement in the most effective manner.</p>
<u>Vote on Motion</u>	<p>As there were no other items for discussion concerning the budget, Dr. Steiner requested a vote on the motion. The motion passed as all members present voted affirmatively.</p>
<u>Adjournment</u>	<p>The meeting adjourned at 3:43 p.m.</p>
	<p style="text-align: right;">Respectfully Submitted,</p> <p style="text-align: right;">_____ Richard Sandsmark Secretary</p> <p style="text-align: right;">_____ Dr. Janet Steiner Chair</p>

**ILLINOIS STATE BOARD OF EDUCATION
FY05 Proposed Priorities Budget
(Dollars in Millions)**

	FY05 \$ Growth	\$ Growth	Cumulative
Assumes all Programs at the "Low Range"		362.5	362.5
Additions to Low Range: (Board Priorities)			
MCAT's (100% statutory formula)	69.0		
GSA (FLevel increase \$250)	183.7		
Early Childhood Block (\$30 growth over FY04)	23.0		
Bridges/Extended Learning Opportunities	22.7		
ADA (restore to FY03 level)	22.6		
Gifted Ed (reinstated at FY03 level)	19.0		
Bilingual Ed (reimburse rate = 75%)	11.1		
NBPTS (meet statutory requirements)	2.5		
Emergency Financial Assistance Program	2.0		
ISBE Regional Services (CPS - Cert/Oversight)	<u>0.5</u>		
Sub total above Low Range		356.0	718.5
Reduction from Low Range (No New Programs in FY05)			
Kindergarten Plus	-24.6		
Induction and Mentoring	-8.6		
High Quality Teacher Development	-6.5		
Recruitment	-1.6		
Middle/High School Math	-1.5		
Middle/High School Science	<u>-1.5</u>		
Sub total reduction Low Range		-44.3	674.2
Retirement			
TRs Savings	-129.4		
CPS (restoring to FY03 level)	<u>65.0</u>		
Sub total Retirement Systems		-64.3	609.8

ILLINOIS STATE BOARD OF EDUCATION

Proposed FY05 Budget

(Dollars in Thousands)

FLevel up \$250

Initiatives	FY03 Final	FY04 Final	Option Low FY05 Request	FY04 to Option Low FY05 \$ Change
DISTRIBUTIVE GRANTS	<u>4,554,981.4</u>	<u>4,936,432.9</u>	<u>5,509,599.5</u>	<u>573,166.6</u>
General State Aid	3,142,100.0	3,445,600.0	3,859,065.1	413,465.1
GSA - Hold Harmless	64,200.0	38,600.0	21,681.1	(16,918.9)
Transition Assistance	0.0	5,200.0	0.0	(5,200.0)
School Safety & Ed Improvement Block Grant	66,854.1	42,841.0	66,854.1	24,013.1
Charter Schools	7,428.2	3,820.2	3,522.5	(297.7)
District Consolidation Costs	1,669.4	1,669.4	1,678.8	9.4
Early Intervention	64,447.3	64,447.3	64,447.3	0.0
Gifted Education Reimbursement	19,000.6	0.0	19,000.6	19,000.6
School Breakfast Incentive Program	473.5	723.5	723.5	0.0
Textbook Loan Program	29,126.5	29,126.5	29,126.5	0.0
Mandated Categoricals	<u>1,159,681.8</u>	<u>1,304,405.0</u>	<u>1,443,500.0</u>	<u>139,095.0</u>
Illinois Free Lunch/Breakfast	20,741.2	19,565.0	20,500.0	935.0
Orphanage Tuition 18-3 (Reg Ed)	13,988.2	14,651.0	17,400.0	2,749.0
Sp Ed - Extraordinary Services	225,712.0	229,502.0	266,500.0	36,998.0
Sp Ed - Orphanage Tuition 14-7.03	104,763.2	97,370.0	106,100.0	8,730.0
Sp Ed - Personnel Reimbursement	303,506.9	346,000.0	360,000.0	14,000.0
Sp Ed - Private Tuition	47,134.4	59,423.0	73,500.0	14,077.0
Sp Ed - Summer School	5,830.4	6,370.0	7,000.0	630.0
Sp Ed - Transportation	218,097.0	289,100.0	317,100.0	28,000.0
Transportation - Regular/Vocational	219,908.5	242,424.0	275,400.0	32,976.0
STANDARDS, ASSESSMENTS & ACCOUNTABILITY	<u>26,915.2</u>	<u>26,395.2</u>	<u>32,595.2</u>	<u>6,200.0</u>
Standards, Assessments & Accountability	26,915.2	23,395.2	23,395.2	0.0
System of Support	0.0	3,000.0	9,200.0	6,200.0
ENSURING QUALITY ED PERSONNEL	<u>21,962.0</u>	<u>5,190.0</u>	<u>7,851.8</u>	<u>2,661.8</u>
Illinois Scholars Program	2,914.3	0.0	0.0	0.0
Mentoring & Induction (Teachers/Administrators)	8,550.0	0.0	0.0	0.0
NBPTS/Teacher Education	4,740.0	4,740.0	7,386.9	2,646.9
Teach for America	450.0	450.0	464.9	14.9
Teachers Academy for Math & Science	5,307.7	0.0	0.0	0.0
READING & MATHEMATICS	<u>80,655.3</u>	<u>79,314.4</u>	<u>81,931.8</u>	<u>2,617.4</u>
Family Literacy	241.2	0.0	0.0	0.0
Mathematics Statewide	820.0	0.0	0.0	0.0
Reading Improvement Block Grant	79,594.1	79,314.4	81,931.8	2,617.4
BIRTH TO EIGHT	<u>189,391.8</u>	<u>213,572.2</u>	<u>243,572.2</u>	<u>30,000.0</u>
Early Childhood	184,171.8	213,572.2	243,572.2	30,000.0
Universal Preschool	5,220.0	0.0	0.0	0.0
ACADEMIC DIFFICULTY	<u>124,002.6</u>	<u>120,281.1</u>	<u>161,827.0</u>	<u>41,545.9</u>
Alternative Learning/Alt. Learning Opportunities Act	14.5	0.0	0.0	0.0
Alternative Learning/Regional Safe Schools	16,257.4	17,138.6	17,704.2	565.6

ILLINOIS STATE BOARD OF EDUCATION

Proposed FY05 Budget

(Dollars in Thousands)

FLevel up \$250

Initiatives	FY03 Final	FY04 Final	Option Low FY05 Request	FY04 to Option Low FY05 \$ Change
Bilingual Education	60,344.3	62,552.0	75,900.0	13,348.0
Bridges/Extended Learning Opportunities	25,053.4	24,836.8	48,562.8	23,726.0
Parental Involvement/Solid Foundation	964.7	0.0	0.0	0.0
Substance Abuse & Violence Prevention	2,411.8	0.0	0.0	0.0
Truant Alternative Optional Education	18,956.5	15,753.7	19,660.0	3,906.3
LEARNING TECHNOLOGIES				
Technology for Success	25,025.0	11,500.0	11,879.5	379.5
SCHOOL INFRASTRUCTURE	<u>7,228.0</u>	<u>0.0</u>	<u>2,000.0</u>	<u>2,000.0</u>
Emergency Financial Assistance Program	7,228.0	0.0	2,000.0	2,000.0
CAREERS PREPARATION	<u>60,958.4</u>	<u>40,339.8</u>	<u>43,365.0</u>	<u>3,025.2</u>
Agricultural Education	1,881.2	1,881.2	1,943.3	62.1
Career and Technical Education Programs	51,834.5	38,328.7	41,287.5	2,958.8
Illinois Governmental Internship Program	7,242.7	129.9	134.2	4.3
REGIONAL SERVICES	<u>22,836.3</u>	<u>11,400.0</u>	<u>22,956.8</u>	<u>11,556.8</u>
ISBE Regional Services	2,615.9	0.0	500.0	500.0
ROE - Salaries	8,150.0	8,150.0	8,386.4	236.4
ROE - School Services	12,070.4	3,250.0	14,070.4	10,820.4
ADMINISTRATION				
Administration	25,000.0	16,520.0	16,520.0	0.0
TARGETED INITIATIVES	<u>20,975.7</u>	<u>20,135.9</u>	<u>21,093.4</u>	<u>957.5</u>
American Education Institute (AEI)	150.0	0.0	0.0	0.0
Blind & Dyslexic	168.8	168.8	174.4	5.6
Community Residential Services Authority	472.7	472.7	518.0	45.3
Illinois Economic Education	144.7	0.0	144.7	144.7
Illinois Learning Partnership	385.9	0.0	0.0	0.0
Materials Center for the Visually Impaired	1,121.0	1,121.0	1,158.0	37.0
Metro East Consortium for Child Advocacy	217.1	217.1	224.3	7.2
Middle Level Schools	72.4	0.0	0.0	0.0
Minority Transition Programs	578.8	578.8	597.9	19.1
Philip J. Rock Center & School	2,855.5	2,855.5	3,055.4	199.9
Tax Equivalent Grants	222.6	222.6	242.8	20.2
Transportation Reimbursements to Parents	14,586.3	14,499.4	14,977.9	478.5
Sub-Total - GENERAL FUNDS	\$5,159,931.6	\$5,481,081.5	\$6,155,192.2	674,110.7
OTHER GRF FUNDS				
RETIREMENT (1)	<u>988,545.7</u>	<u>1,049,951.0</u>	<u>985,616.7</u>	<u>-64,334.3</u>
Downstate	923,501.0	1,049,951.0	920,572.0	-129,379.0
Chicago	65,044.7	0.0	65,044.7	65,044.7

ILLINOIS STATE BOARD OF EDUCATION

Proposed FY05 Budget

(Dollars in Thousands)

FLevel up \$250

Initiatives	FY03 Final	FY04 Final	Option Low FY05 Request	FY04 to Option Low FY05 \$ Change
TOTAL GENERAL FUNDS (2)	\$6,148,477.3	\$6,531,032.5	\$7,140,808.9	\$609,776.4

ILLINOIS STATE BOARD OF EDUCATION

Proposed FY05 Budget

(Dollars in Thousands)

FLevel up \$250

Initiatives	FY03 Final	FY04 Final	Option Low FY05 Request	FY04 to Option Low FY05 \$ Change
OTHER NON - GRF FUNDS				
School Infrastructure	<u>50,800.0</u>	<u>50,200.0</u>	<u>50,200.0</u>	<u>0.0</u>
<u>School Infrastructure Fund</u>				
Administration	800.0	200.0	200.0	0.0
<u>School Technology Revolving Loan Program</u>				
School Technology Revolving Loan	50,000.0	50,000.0	50,000.0	0.0
Illinois' Future Fund	<u>991.5</u>	<u>7.0</u>	<u>0.0</u>	<u>(7.0)</u>
Legislative Initiatives - Reappropriation	991.5	7.0	0.0	(7.0)
Driver Education	<u>16,450.0</u>	<u>15,900.0</u>	<u>16,424.7</u>	<u>524.7</u>
Administration	700.0	150.0	155.0	4.9
Grants	15,750.0	15,750.0	16,269.8	519.7
State Pension Fund	63,455.0	47,360.0	44,190.0	(3,170.0)
Other Funds	<u>14,563.0</u>	<u>10,110.0</u>	<u>14,110.0</u>	<u>4,000.0</u>
Charter Schools Revolving Loan Fund	2,000.0	2,000.0	2,000.0	0.0
Emergency Financial Assistance Fund	8,033.0	5,333.0	5,333.0	0.0
ISBE Fund	800.0	0.0	500.0	500.0
ISBE GED Testing Fund	0.0	1,000.0	1,000.0	0.0
ISBE School Bus Driver Permit Fund	0.0	12.0	12.0	0.0
ISBE Special Purpose Trust Fund	700.0	0.0	0.0	0.0
ISBE Teacher Certificate Institute Fund	0.0	125.0	500.0	375.0
Illinois Future Teacher Corps Scholarship Fund	0.0	10.0	10.0	0.0
Private Business & Vocational Schools Fund	200.0	0.0	500.0	500.0
School Technology Revolving Fund	500.0	125.0	125.0	0.0
Teacher Certification Fee Revolving Fund	1,200.0	375.0	3,000.0	2,625.0
Temporary Relocation Revolving Fund	1,130.0	1,130.0	1,130.0	0.0
Federal Funds	<u>1,952,284.3</u>	<u>2,073,805.7</u>	<u>2,237,195.7</u>	<u>163,390.0</u>
TOTAL - ALL FUNDS	\$8,247,021.1	\$8,728,415.2	\$9,502,929.3	\$774,514.1

(1) Retirement cost to support Public Act 88-593, which required reducing the unfunded liability of the teacher pension fund.

(2) The General Revenue Total does not include the Textbook Reappropriation amounts of \$27,785.3 for FY03 and FY04.

**Monthly Status Report on Rulemaking
January 2004**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Presented for adoption in this Board packet	Adoption	Deletion of "Standard 11" for technology education teachers
<u>Pupil Transportation Reimbursement</u> (Part 120)	Presented for adoption in this Board packet	Adoption	Exception to pro-ration of transportation expenditures across categories (related to waiver request)
<u>Certification</u> (Part 25)	Public comment period will end March 2, 2004	None	Revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Public comment period will end February 16, 2004	None	Technical corrections
<u>Standards for Administrative Certification</u> (Part 29)	Public comment period will end February 16, 2004	None	Technical corrections and reorganization of requirements for director of special education
<u>Secular Textbook Loan</u> (Part 350)	Public comment period will end February 16, 2004	None	Inclusion of science kits; responds to P.A. 93-212
<u>Certification</u> (Part 25)	Presented in this Board packet for adoption of emergency amendment and initial review of ordinary amendment	Adoption; authorization for public comment	Elimination of requirement for return receipt with notice from LPDCs to teachers of recommendations for renewal of standard certificates

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Presented in this Board packet for initial review	Authorization for public comment	Updating and clarification of certification-related provisions
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Expect additional amendments for review later in winter; emergency rulemaking may be needed	None	Accountability-related amendments under P.A. 93-470 and NCLB
<u>School Technology Program</u> (Part 575)	Expect initial review later in winter	None	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368
<u>Gifted Education</u> (Part 227)	Expect initial review in late winter or early spring	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education</u> (Part 230)	Expect initial review in late winter or early spring	None	Elimination of references to gifted students
<u>Regional Offices of Education and Intermediate Services</u> (Part 525)	Expect initial review in late winter or early spring	None	Elimination of references to gifted students
<u>Electronic Transmission of Data</u> (new Part 501)	Expect initial review in late winter or early spring	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Vocational Education</u> (Part 254)	Expect initial review in late winter or early spring	None	Comprehensive updating
<u>Program Accounting Manual</u> (Part 110)	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits