

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Action Item: Approval of Additional Supplemental Educational Service Providers

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

Staff Contact(s): Don Full

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*. To promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible, applications are accepted at anytime. 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>. On April 6, sixty-two letters were sent to providers in eight neighboring states inviting them to apply in Illinois.

Based on the committee's review of the applications received, fourteen are recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide sufficient evidence for meeting the criteria established by the State Board of Education are not recommended for approval and are notified of same in writing. However, since December 2003, potential providers have been allowed to submit additional information for review within 30 days of notification of insufficient evidence.

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 the 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

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

| Entity | Subject(s) | Grades | Cost per hour per Student | Total Program hours per Student | Total cost per Student |
|--|-------------------|---------------|----------------------------------|--|---------------------------------------|
| College of Education and Human Services/Saluki Kids' Academy | Reading | 1-8 | \$35.00 | 48 | \$1440 |
| Community Unit School Dist. 200 (Wheaton) | Reading Math | 1-8 | \$6.55 | 107 | \$700 |
| Community Unit School Dist. 205 (Galesburg) | Reading Math | 1-5 | \$5.37 | 150 | \$806 |
| Educational Enterprises | Reading Math | 1-12 | \$48.00 avg. | 35 avg. | \$1680 depends on per pupil allotment |
| HOST Learning | Reading Math | 1-12 1-8 | \$28.00 | 45 | \$1260 |
| KnowledgePoints Learning Centers | Reading Math | 1-12 | \$33.00 | 40 avg. | \$1320 |
| Newton Learning, A Division of Edison Schools | Reading Math | 1-8 | 20-40 | Up to 100 | \$800-\$2000 |
| North Chicago School Dist. 187 | Reading | 3-12 | \$30.00 | 36 | \$1080 |
| Platform Learning Inc. | Reading Math | 1-12 | \$30.00 -\$36.00 | 50-60 | \$1500-\$1800 |
| PLATO Learning | Reading Math | 1-8 | 3 pricing options | 120 | \$1065-\$1700 |
| The Princeton Review | Reading Math | 3-12 | \$40.00 approx. | 40 approx. | \$1600 approx. |
| Springfield Public School Dist. 186 | Reading | 1-5 | \$30.00 | 40 | \$1200 |
| Stanley Learning Systems Inc., A Sylvan Provider | Reading Math | 1-12 | \$35.00 | 30 | \$1050 |
| WSEC | Reading | 1-5 | \$9.00 | 65.6 | \$590.40 |

Next Steps

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

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
and revised February 18, 2004

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 minimum number of students they require in order to provide supplemental educational services to an LEA and the total number of Illinois students they can serve.

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
June 2004**

| Entity | Subject(s) | Grades | Cost per hour per Student | Total Program hours per Student | Total cost per Student |
|--|-------------------|---------------|----------------------------------|--|---------------------------------------|
| College of Education and Human Services/Saluki Kids' Academy | Reading | 1-8 | \$35.00 | 48 | \$1440 |
| Community Unit School Dist. 200 (Wheaton) | Reading Math | 1-8 | \$6.55 | 107 | \$700 |
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| HOST Learning | Reading Math | 1-12 1-8 | \$28.00 | 45 | \$1260 |
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| Newton Learning, A Division of Edison Schools | Reading Math | 1-8 | 20-40 | Up to 100 | \$800-\$2000 |
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| The Princeton Review | Reading Math | 3-12 | \$40.00 approx. | 40 approx. | \$1600 approx. |
| Springfield Public School Dist. 186 | Reading | 1-5 | \$30.00 | 40 | \$1200 |
| Stanley Learning Systems Inc., A Sylvan Provider | Reading Math | 1-12 | \$35.00 | 30 | \$1050 |
| WSEC | Reading | 1-5 | \$9.00 | 65.6 | \$590.40 |

**Program Descriptions of Recommended Providers
(as prepared by the individual providers)
June 2004**

| Entity | Program Description |
|--|--|
| College of Education and Human Services/Saluki Kids' Academy | The Saluki Kids' Academy Summer Reading Program provides one-on-one reading instruction led by the area's best-trained teachers. SIUC directs the program, and all activities occur on the SIUC campus. |
| Community Unit School Dist. 200 (Wheaton) | District 200 offers an after school extended learning program to students who may need additional instructional support in the areas of reading and math. Instruction is offered in small groups with correlation and coordination with the regular school day program. Attention is given to meeting individual achievement goals and to communication with and the involvement of the home. |
| Community Unit School Dist. 205 (Galesburg) | District 205 is providing supplemental educational services to Cooke School students. District 205 staff members will be hired to provide small group and individual tutoring in reading and math that match the Illinois State Learning Standards. Services will be provided after school in the building and will be available to all students. |
| Educational Enterprises | Educational Enterprises offers a comprehensive tutorial program in the core subjects of reading and mathematics. Tutoring is offered in grades K-12 (depending on the school district), focusing on individual and small group instruction. Our goals are to bridge gaps in skill levels and build skills to mastery to ensure that No Child Is Left Behind. |
| HOST Learning | Since 1971, HOSTS Learning has served over 1 million students who needed personalized instruction to improve their reading, writing, vocabulary, math, critical thinking, and study skills. The HOSTS Learning HOSTSLink program is designed to accelerate the learning of those at-risk students. HOSTS Learning provides scientific-based instruction that promotes the practices recommended by the National Reading Panel, the National Research Council, and Reading First guidelines. Also, HOSTSLink program is the only learning system singled out by the United State Congress in the report language of the No Child Left Behind Act. |
| KnowledgePoints Learning Centers | We provide individualized instruction in reading and math for grades 1-12 using KnowledgePoints Educational Management System. Tutoring is delivered in small groups (no more than 3 students per instructor) with each child receiving personalized instruction using materials based on results of a detailed diagnostic test. Our program helps children with a wide variety of needs achieve maximum results in the shortest possible time frame. |
| Newton Learning, A Division of Edison Schools | Newton Learning, a division of Edison Schools, is one of the nation's largest providers of Supplemental Educational Services. Our 100-hour program consists of 2-hour academic small-group sessions that generally occur 2-4 days a week, and provides engaging, project-based learning for students in grades K-8. Highly-experienced and well-prepared instructors lead participants in hands-on activities designed to improve student test scores by increasing the personal relevancy of reading, writing and mathematics. |

| | |
|---|--|
| North Chicago School Dist. 187 | Fast ForWord tutoring reinforces language basics needed to read and comprehend effectively in just a matter of weeks. The computer-assisted program uses a game format with age-appropriate visuals to make learning easy and enjoyable. State certified teachers work with students individually and in small groups to monitor progress. |
| Platform Learning Inc. | Platform Learning’s Learn-to-Succeed Program helps students in grades K-12 gain confidence, improve their academic skills, and establish a foundation for learning that they can build upon for the rest of their lives. Highly qualified and trained instructors engage students for over 50 hours of intensive instruction in small groups averaging 6 students to each instructor. Our programs encourage parent participation and provide students with nutritious snacks, a rewards program and books they may take home at the completion of the program. |
| PLATO Learning | PLATO provides face-to-face services to students in small group settings using the standards-based reading, language arts, and mathematics Achieve Now curriculum as augmentation. The blueprint for the design of these tutoring services is the individual Student Tutorial Plan designed to facilitate two to four hours of direct services for one to four days per week in an after-school setting. |
| The Princeton Review | The Princeton Review helps Illinois students improve on key Math and English Language Arts skills with our dynamic and engaging program. Our materials cover the core standards that are most important for Illinois students. Not only do we deliver high quality content in a dynamic and exciting way, we do so in a small group environment, which means our teachers will be able to give your child individual attention. |
| Springfield Public School Dist. 186 | <ul style="list-style-type: none"> • One on one tutoring • One hour sessions for 3-5 days a week • Connected to Illinois and district Learning Standards |
| Stanley Learning Systems Inc., A Sylvan Provider | Sylvan Learning Centers offer individualized instruction to students by experienced and certified teachers based upon an extensive assessment and utilizing proven methods. The face-to-face interaction between eight students and one teacher assures that students will have their questions addressed quickly and in terms they understand. Instruction in reading, math, and study skills is typically offered before or after school at a place students already know and parents and teachers are regularly updated on their students’ progress. |
| WSEC | WSEC’s Ready To Learn program seeks to promote literacy, a lifelong love of reading and self-esteem in children through a learning triangle of View-Do-Read. This initiative, involving PBS children’s educational programming, book ownership, interactive activities, and encouragement of parental involvement, will continue at Feitshans Edison and Harvard Park Schools by combining WSEC’s RTL with Scholastic’s Literacy Initiative, Wiggle Works, which also builds confidence by supporting language development with activities that integrate reading, writing, listening, and speaking. |

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Action Item: Approval of the Supplemental Educational Services Standard and Technique for Monitoring SES Providers

Materials: Monitoring Supplemental Educational Service (SES) Providers

Staff Contact(s): Don Full, Cheryl Bradley

Purpose of Agenda Item

The purpose of this agenda item is to fulfill the requirements of the No Child Left Behind Act (NCLBA) which requires state educational agencies to develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers.

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is to approve the standard and the technique for monitoring the quality and effectiveness of services offered by approved providers.

Background Information

In addition to the requirement that state educational agencies develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers, NCLB also requires that states develop procedures for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served.

Further, the NCLBA requires that each local educational agency shall, in the case of the selection of an approved provider by a parent, enter into an agreement with such provider. Such agreement shall:

- Require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement, and
- Provide for the termination of such agreement if the provider is unable to meet such goals and timetables.

Considering the statutory requirements described above, the Illinois State Board of Education (ISBE) will require each district, subject to the mandates of the NCLBA regarding the provision of supplemental educational services, to complete and submit the attached instrument developed for reporting the effectiveness and quality of services of chosen supplemental educational service providers. ISBE proposes that this would meet the statutory requirement for a monitoring technique.

Given that the local educational agency is required to terminate its agreement with a provider that is unable to meet student achievement goals and, given that ISBE is required to withdraw approval of a provider that fails, for two consecutive years, to contribute to increasing the academic proficiency of students served, ISBE is proposing that the withdrawal of approval status from supplemental educational service providers be based on "X" number or percentage of agreements terminated by local educational agencies. In this case, "X" would satisfy the statutory requirement for a standard for removal of approval for providers that fail for two consecutive years to contribute to increasing the academic proficiency of students served. It was proposed at our meeting of SES providers and vested constituencies on March 14, 2004 that "X" should be one-half or 50%.

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

Policy Implications

Board approval will establish standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers, and for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served.

Communication

The Standard and Technique for Monitoring Supplemental Educational Service Providers will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>).

Pros and Cons of Various Actions

Approving the Standard and Technique for Monitoring Supplemental Educational Service Providers will fulfill the requirements of the No Child Left Behind Act (NCLBA) which requires state educational agencies to develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers, and withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served.

Superintendent's Recommendation

The Superintendent recommends approval of the Standard of 50% which provides that SES providers must be removed from the approved list of ISBE providers if they fail, for two consecutive years, to contribute to increasing the academic proficiency of students

served. Further it is recommended that the Board approve the technique for Monitoring Supplemental Educational Service Providers.

Next Steps

Post the Standard and Technique for Monitoring Supplemental Educational Service Providers on the agency web site and begin implementation.

Monitoring Supplemental Educational Service (SES) Providers

District Name _____ Date _____
 SES Provider _____ Total students served _____

Directions: Provide the information requested below to verify that supplemental educational services were delivered in accordance with the agreement entered into with the school district as required by the No Child Left Behind Act. Complete one form for each provider. Copy this form as needed. If "No" is marked for any of items 2 - 9, please provide a brief explanation.

| Effectiveness of Services | Yes | No |
|--|-----|--------------------------------------|
| 1. The district's agreement with the SES provider was terminated because: a. student achievement goals described in the agreement were not met, and/or b. the timetable for meeting student achievement goals was not met. | | |
| Quality of Services | | Explanation for "No" Response |
| 2. The provider's instruction and content was linked with the academic programs a student experiences in the regular school day. | | |
| 3. The provider communicated student progress to appropriate school staff. | | |
| 4. The provider communicated student progress to parents in a format and language they can understand. | | |
| 5. The provider successfully supplied uninterrupted services for the term of its agreement with the district. | | |
| 6. The provider complied with all applicable federal, state, and local health, safety, employment and civil rights laws, e.g. fire inspections, criminal background checks, health examinations, etc. | | |
| 7. The provider's instruction and content were secular, neutral, and non-ideological. | | |
| 8. Supplemental educational services were provided beyond the regular school day. | | |
| 9. When necessary, supplemental educational services supported the implementation of students' IEPs and were consistent with section 504 of the Rehabilitation Act of 1973. | | |

School District _____ Date _____
 Superintendent's Signature _____ Date _____

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Action Item: Adoption of the Illinois Early Learning Standards Adoption

Materials: Illinois Early Learning Standards

Staff Contact(s): Kay Henderson

Purpose of Agenda Item

To prepare the Board for adoption of The Illinois Early Learning Standards at the June 2004 meeting.

Expected Outcome(s) of Agenda Item

The Board will adopt the Illinois Early Learning Standards.

Background Information

The Illinois Early Learning Standards, developed by the Early Childhood Division of the Illinois State Board of Education with the assistance of hundreds of educators, were first introduced in draft form in 2001. The Standards have been widely circulated in draft form, and parents, educators, and a wide array of national, state, and local experts provided comments and suggestions. These were reviewed and incorporated into the final version.

The standards have been accepted in the Illinois Early Childhood community, and received critical acclaim in a Georgetown University study comparing state early childhood education learning standards throughout the nation. The standards were also a key element in Illinois' national recognition for high quality in the Prekindergarten program.

Early childhood teachers use the standards in choosing or developing curriculum, assessing children's progress, and sharing progress with parents. The Standards are organized to parallel the Illinois Learning Standards for K-12 education in content and format, providing consistency as children move from preschool to elementary school.

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

Policy Implications

The adoption of the Early Learning Standards will broaden the scope of Illinois Learning Standards to include preschool (P-12).

Communication

The standards are already widely available. ISBE should include information about the adoption of the standards in the Superintendent's weekly message, on the ISBE web site, and all early childhood programs should receive notification of the adoption and the implications for their program for the coming year.

Pros and Cons of Various Actions

The Early Learning Standards are widely accepted by the early childhood community and have been a cornerstone in the work of the Illinois Early Learning Council in planning for universal preschool.

Superintendent's Recommendation

The Superintendent recommends the adoption of the Illinois Early Learning Standards.

Next Steps

Continue the focus on Illinois Early Learning Standards in training, materials, and technical assistance. Incorporate the use of related materials for parents into trainings, and move forward in the draft phase of Illinois Early Learning Standards for 6 year olds.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of Institutional Accreditation and Program Approval Recommendations

Staff Contact(s): Lee Patton

Purpose of Agenda Item

The purpose of this agenda item is to consider the State Teacher Certification Board's recommendations for the accreditation status of four teacher preparation institutions.

Expected Outcome(s) of Agenda Item

The Board will take final action on the accreditation status of the four institutions.

Background Information

The educator preparation programs of the following higher education institutions were jointly reviewed by ISBE and NCATE last fall:

Chicago State University
DePaul University
Illinois State University
Northeastern Illinois University

Each of these institutions was subsequently given national accreditation by NCATE.

On Thursday and Friday, June 10-11, the State Teacher Certification Board will review the team reports and develop recommendations for State Board accreditation of these units and the programs they administer. This review will include addendum reports required by the State Board to address standards or programs not considered by NCATE or its SPAs.

This is the first time that an accreditation status will be assigned to programs as well as the units.

Superintendent's Recommendation

The recommendations from the State Teacher Certification Board will be forwarded to the State Board of Education prior to the June 16 meeting. The State Board should then take appropriate action.

Next Steps

Each of the institutions will be notified regarding the State Board's decision. The State Teacher Certification Board will also be notified and the State Board's directory of information about each institution will be modified to provide the updated status.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of New Program Proposal
Recommendations

Staff Contact(s): Lee Patton

Purpose of Agenda Item

The purpose of this agenda item is to consider the State Teacher Certification Board's recommendations for approval of five new programs proposed by accredited institutions.

Expected Outcome(s) of Agenda Item

The Board will take final action on the five proposed programs.

Background Information

The following proposals for new educator preparation programs have been submitted for approval and implementation.

- Olivet Nazarene University – School Counselor
- Olivet Nazarene University – Library and Information Science
- Western Illinois University – Science
- Southern Illinois University Edwardsville – School Social Work
- Quincy University – School Counselor

On Thursday and Friday, June 10-11, the State Teacher Certification Board will review the proposals and develop recommendations for State Board action.

Superintendent's Recommendation

The recommendations from the State Teacher Certification Board will be forwarded to the State Board of Education prior to the June 16-17 meeting. The State Board should then take appropriate action.

Next Steps

Each of the institutions will be notified regarding the State Board's decision. The State Teacher Certification Board will also be notified and the State Board's directory of information about each institution will be modified to identify the new programs.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Approval of Recommended Appointments to the State Teacher Certification Board

Materials: Recommendation Information

Staff Contact(s): Dennis Williams

Purpose of Agenda Item

The purpose of this agenda item is to review and act upon the recommendations for appointment to the State Teacher Certification Board.

Expected Outcome(s) of Agenda Item

The State Board will appoint members to the State Teacher Certification Board for three-year terms beginning July 1, 2004.

Background Information

Section 21-13 of the *School Code* requires that the State Board of Education appoint members to the State Teacher Certification Board. An appointment to that Board is for a three-year term and members may serve two terms.

Appointments to the State Teacher Certification are to represent specified categories of educators as follows:

- 5 administrative or faculty members of public or private colleges and universities in Illinois
- 3 administrators in the public schools
- 10 public school classroom teachers
- 1 regional superintendent of schools

The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.

Present members of the State Teacher Certification Board and their terms of membership are:

| | |
|---|---|
| Ms. Kay Acklin (2001 – 2004)* Librarian, IEA, Hinsdale Central HS Naperville, Illinois | Dr. Nan Giblin (2001 – 2004)* Northeastern Illinois University Chicago, Illinois |
| Ms. Marsha Allen (2003 – 2006) Teacher, IFT, Chicago Public Schools Chicago, Illinois | Ms. Brenda Humphrey (2001 – 2004)** Teacher, IFT, Woodson South School Chicago, Illinois |
| Mr. William E. Briggs (2002 – 2005) Teacher, IFT, Herscher HS Herscher, Illinois | Dr. Elliott Lessen (2002 – 2005) Dean’s Office, School of Education Southern Illinois University – Edwardsville |
| Dr. Andrew Brulle (2003 – 2006) Chair, Education Department Wheaton College | Ms. Laura Lipe (2002 – 2005) Teacher, IEA, Cobden School UD Carbondale, Illinois |
| Dr. Roger Chamberlain (2002 – 2005) Principal, Columbia Middle School Columbia, Illinois | Ms. Linda Malone (2003 – 2006) Teacher, IEA, Liberty School Edwardsville, Illinois |
| Ms. Deidre Dare (2001 – 2004)* Teacher, IFT, Belleville SD Belleville, Illinois | Ms. Mary Jane Morris (2003 – 2006) Teacher, IEA, Marion CUSD Marion, Illinois |
| Mr. Bruce Dennison (2001- 2004)** Regional Superintendent of Schools Bureau, Henry and Stark Counties | Dr. Linda Tafel (2002 – 2005) Professor, Educational Leadership National-Louis University, Evanston |
| Dr. Nina Dorsch (2002 – 2005) Department of Teaching and Learning Northern Illinois University | Ms. Denise Williams (2001 – 2004)* Teacher, IEA, Centralia Junior HS Centralia, Illinois |
| Dr. Barbara Eason-Watkins (2002 – 2005) Chief Education Officer, CPS Chicago, Illinois | Dr. Eugene Zalewski (2003 – 2006) Superintendent, Niles Elementary SD Hawthorn Woods, Illinois |
| Ms. Connee Fitch-Blanks (2001- 2004)* Associate Director, Chicago Teachers Union Chicago, Illinois | |

* Denotes the member is serving his or her first complete term.

** Denotes the member is serving his or her second complete term.

On June 30, 2003 the terms of the following members will expire.

Kay Acklin (first term)
Deidre Dare (first term)
Bruce Dennison (second term)
Connee Fitch-Blanks (first term)
Nan Giblin (first term)
Brenda Humphrey (second term)
Denise Williams (first term)

STCB member Nan Giblin submitted her resignation from the Certification Board, effective June 30, 2003, and indicated that she did not wish to be reappointed.

The procedures for nominating teacher members are detailed in law. A candidate may be nominated by: (1) filing a petition signed by 250 persons holding valid teaching certificates; or (2) any professional teachers' organization may submit one candidate for each vacancy for each 20,000 members or major portion thereof, who hold valid certificates. For the remaining positions, recommendations are submitted by professional organizations representing higher education and school administrators.

In accordance with the nomination procedures set forth in Article 21-13, the State Superintendent has received the following nominations:

Illinois Association of Colleges of Teacher Education (IACTE)
Deborah Curtis
Director, Clinical Experiences and Certification Processes
Illinois State University

Illinois Association of Regional Superintendents of Schools (IARSS)
David Marshall
Regional Superintendent
Marshall/Putnam/Woodford Regional Office of Education

The Illinois Federation of Teachers has nominated current STCB Connee Fitch-Blanks to a second term and has nominated the following individuals for first terms:

Muhammad Abdullah
Teacher – Chicago

Amy Alsop
Teacher – Granite City

The Illinois Education Association has nominated current STCB members Kay Acklin and Denise Williams for a second term.

Brief biographical information about these nominees is attached.

Superintendent's Recommendation

The Superintendent recommends that the State Board of Education approve the following recommendations for appointment to the State Teacher Certification Board:

Illinois Federation of Teachers (IFT)

Muhammad Abdullah (First Term)
Amy Alsop (First Term)
Connee Fitch-Blanks (Second Term)

Illinois Education Association (IEA)

Kay Acklin (Second Term)
Denise Williams (Second Term)

Illinois Association of Colleges for Teacher Education (IACTE)

Deborah Curtis (First Term)

Illinois Association of Regional School Superintendents (IARSS)

David Marshall (First Term)

Next Steps

The nominees and their sponsoring organizations will be notified about the action taken by the State Board. In addition, the members of the Certification Board will be notified and the SBE and STCB websites will be appropriately updated. A training session for new Certification Board members is planned August.

Biographical Information

Muhammad Abdullah – Mr. Abdullah is a teacher of the social sciences at King High School in Chicago, with endorsements in civics, economics, social science, U.S. history and self-contained general elementary education. He also holds certification by the National Board of Professional Teaching Standards in Early Adolescence/Social Science-History. Mr. Abdullah earned both his bachelor's and master's degrees at Roosevelt University.

Amy Alsop – Ms. Alsop is an English language arts teacher at Granite City High School in Granite City. She holds a bachelor's degree in English from the University of Missouri at Columbia and a master's degree in communication from Southern Illinois University Edwardsville. Ms. Alsop has earned endorsements in English, journalism and language arts and serves as chair of the English Department, yearbook advisor, and instructor for local CPDU courses.

Deborah Curtis – Dr Curtis, a music education graduate of MacMurray College, holds a master's degree from the University of Illinois and a Ph.D. from Indiana State University. She has been at Illinois State University for eighteen years and is now the Director of Clinical Experiences and Certification Processes and the Teacher Education Center. For ten years, Dr. Curtis served as coordinator of the middle level teacher education program at ISU and for the past four years, she has served as the Chair of the Middle Grades Panel for the State Board of Education.

David Marshall – Mr. Marshall has been Regional Superintendent for the Marshall/Putnam/Woodford Regional Office of Education since August 2002. He previously served as Assistant Regional Superintendent, district superintendent for Midland #7, elementary principal for Lacon and Varna Grade Schools, and as a teacher in Mid-County District #4. Mr. Marshall holds a bachelor's and master's degree from Illinois State University and also has earned the CAS and Superintendent Endorsement from that school. For the past year, he has served as the chair of the IARSS Certification Committee.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Adoption of the *Updated Lists of Schools in Academic Early Warning Status Schools in Academic Watch Status*

Materials: List of Schools (available at Board Meeting)

Staff Contact(s): Connie Wise
Andy Metcalf

Purpose of Agenda Item

- To finalize the list of schools in Academic Early Warning and Academic Watch status for 2003-04 in accordance with requirements in the School Code (105 ILCS 5/2-3.25d).
- To remove schools from Academic Early Warning status that have met targets for two consecutive years.

Expected Outcome(s) of Agenda Item

- Board adoption of the list of schools in Academic Early Warning status.
- Board adoption of the list of schools in Academic Warning status.
- Board approval to remove designated schools from Academic Early Warning status.

Background Information

Schools are eligible for placement in Academic Early Warning status when they do not make Adequate Yearly Progress (AYP) for two (2) consecutive years. Schools placed in Academic Watch status are those that have failed to make to make AYP for two (2) consecutive years after being placed in Academic Early Warning status.

Prior to 2003, schools were eligible for placement in Academic Early Warning status when their overall assessment composite (ISAT, PSAE, IMAGE, and IAA) scores (all grade levels and subject areas) showed that fewer than 50% of tests met or exceeded state standards for two years in a row. Beginning with 2003 testing, the AYP criteria were revised to reflect the requirements embedded in the federal No Child Left Behind (NCLB) legislation and include the following:

- Meet the 95% participation rate on state assessments, in the aggregate and for all subgroups,
- Meet the target of 40% meeting or exceeding state standards (reading and mathematics only), and
- Meet the 88% attendance rate (for elementary and middle schools) and 65% graduation rate for high schools.

These revisions were reflected in modifications to Section 5/2-3.25 of the School Code effective in July of 2003.

The information presented represents an update of the status of schools that was presented in March, 2004. Schools that had miscoding errors were offered the opportunity to verify their data which resulted in a status change for some schools.

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

Since 1997, the Illinois State Board of Education has provided some level of assistance to districts with schools in Academic Early Warning and Academic Watch status. This assistance overlaps, and is coordinated as appropriate at the district level, with that provided to Title I schools designated for "School Improvement" under federal NCLB. Currently, these System of Support services are delivered through Regional Education Service Providers (RESPROS). As the number of schools in Academic Warning status increases, there will be a need for additional resources in order to provide the needed assistance.

Communication

The Public Information Center will coordinate information flow, including notification to schools and districts, then subsequent notification to the media and the public.

Superintendent's Recommendation

The Superintendent recommends that the Board adopt the updated lists of schools in Academic Early Warning and Academic Watch status for the purpose of complying with state law and offering schools assistance. The Superintendent further recommends that the Board approve the group of schools scheduled for removal from Academic Early Warning status.

Next Steps

Notify affected schools of their status and continue providing assistance that is coordinated with that being provided under federal law.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Christopher A. Koch, Director

Agenda Topic: Action Item: Approval of Mediator Contracts

Staff Contact(s): Christopher A. Koch, Director
James W. Gunnell, Division Administrator
Sherry Colegrove, Principal Education Consultant

Purpose of Agenda Item

To present staff's recommendation regarding the appointment of mediators and to seek the Board's approval of the FY05 Mediator contracts.

Expected Outcome(s) of Agenda Item

The Board will approve staff's recommendations so the Mediator contracts can be awarded for FY 05.

Background Information

In accordance with the provisions of the 23 Ill. Admin. Code § 226.560, the State Board of Education is charged with the responsibilities associated with the selection, training and maintenance of the list of trained, experienced mediators who are knowledgeable about the laws and regulations relating to the provisions of special education and related services. Mediators are screened by ISBE staff based on interviews conducted with interested individuals. Examples of the work and background of our mediators include: law, social work, education, special education, health administration, foster parents, surrogate parents, parents of children with disabilities, and former due process hearing officers. Several mediators are currently serving or have served as court mediators. All newly selected mediators are required to participate in a training sequence prepared and administrated by State Board staff. In addition to the initial training sequence, all mediators are required to participate annually in training activities as identified by the State Board to ensure all mediators are knowledgeable of the laws and regulations relating to the provisions of special education and related services. The costs associated with such training are covered by the State Board of Education. An evaluation form is sent to each party along with the notification that a mediation date has been established. The results of the evaluation forms are reviewed by ISBE staff and shared with the appropriate mediator.

Mediations are an important service in that they reduce the number of due process hearings conducted, thus providing an important cost savings to districts and parents. 220 mediations were conducted between July 1, 2003, and June 3, 2004. Each year we see an increase in the number of mediations held which has a direct impact in reducing the number of due process hearings.

The mediators recommended for appointment in FY05 are as follows:

Willie Stewart

The mediators recommended for reappointment in FY05 are as follows:

Andrea Becker
Brigitte Bell
Jennifer Bollero
Lynn Gaffigan
Lisa Landis Hannum
Janet Harej
Lynn Carp Jacob
Mike Kotner
William London
Michael Nathanson
Christine Pistone
Alan R. Post
Candace T. Pydo
Mike Ross
Alan G. Schuster
Karen L. Shoshana
Ratino-Vincent Epps
Paula Weinbaum
Karyn Lynne Williams

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

Policy Implication:

The State Board of Education is required to review and approve the appointment and reappointment of mediators. Mediators are necessary in order for Illinois to comply with the Individuals with Disabilities Education Act and 23 Ill. Admin. Code § 226.560.

Budget Implication:

During FY03 \$56,000 was budgeted and for FY04, \$100,000 was budgeted. The estimated budget for FY05 will be \$100,000.

Pros and Cons of Various Actions

The approval of mediator contracts will ensure that ISBE fulfills federal and state requirements to offer a process of mediation that can be used when there are disputes regarding the implementation of IDEA in local districts.

Superintendent's Recommendation

The Superintendent recommends that the State Board approve the mediator recommendations for appointment and reappointment to serve in FY 05.

Next Steps

ISBE staff will prepare and distribute contracts to individual mediators for completion and return by June 30, 2004.

ILLINOIS STATE BOARD OF EDUCATION MEETINGS
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Christopher A. Koch, Director

Agenda Topic: Action Item: Approval of Hearing Officer Contracts

Staff Contact(s): Christopher A. Koch, Director
James W. Gunnell, Division Administrator
Dale Boyd, Principal Education Consultant

Purpose of Agenda Item

The purpose of this agenda item is to present the recommendations of the Due Process Screening Committee and the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC) regarding reappointment of due process hearing officers whose terms expire June 30, 2004 and recommendation for appointment of new due process hearing officers.

Expected Outcome(s) of Agenda Item

The Board will review and approve the recommendations of the Due Process Screening Committee and Illinois State Advisory Council on the Education of Children with Disabilities (ISAC) so the contracts of those hearing officers recommended can be issued.

Background Information

In accordance with the provisions at 105 ILCS 5/14-8.02a, the Due Process Screening Committee is charged with responsibilities associated with the screening, appointment, and reappointment of due process hearing officers. With regard to reappointment of hearing officers, an external training entity annually conducts one summative evaluation of each hearing officer and prepares a written evaluation report, which is submitted to the Due Process Hearing Committee for review. The Committee, based on its objective selection criteria and the annual evaluation reports prepared by the training entity, recommends whether the hearing officers whose terms are expiring should be reappointed and subsequently transmits its recommendations to the State Board of Education.

At meetings held on April 29 and June 1, 2004, the Due Process Screening Committee took action with regard to reappointment of hearing officers whose terms expire June 30, 2005. This action was based on its objective selection criteria and the annual evaluation reports prepared by the training entity.

Specifically, the Committee approved a motion that the following hearing officers whose terms of appointment expire June 30, 2005 be issued a contract for FY05:

Alan Cook
Julia Quinn Demsey
Vivian Gordon
Nancy Hablutzel
Robert Ladenson
Stacey Stutzman

Additionally, the Committee approved a motion that the following hearing officers whose terms of appointment expire June 30, 2004, be reappointed for an additional two-year term to be effective beginning on July 1, 2004 and to be issued a contract for FY05:

Katherine Black
Marie Bracki
Ann Breen-Greco
Kathleen Dillon-Narko
Gail Friedman
Marian McElroy
Carolyn Smaron
James Wolter
❖ Mary Denise Cahill
❖ Sheana Hermann
❖ Venita Hervey
❖ Edward Koven
❖ Kathleen Plesko

- ❖ Indicates new hearing officers that were recommended by the Illinois State Advisory Council and Due Process Screening Committee effective July 1, 2004.

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

Policy Implication:

The State Board of Education is required to review and approve the Due Process Screening Committee recommendations for reappointment of hearing officers and appointment of new hearing officers. Due process hearing officers are necessary in order for Illinois to comply with the Individuals with Disabilities Education Act and 105 ILCS 5/14-8.02a.

Budget Implication:

During FY02, \$630,300 was budgeted, FY03, \$737,300 was budgeted and for FY04 \$755,000.00 was budgeted. Estimated budget for FY05 will be \$800,000.

Pros and Cons of Various Actions:

Reappointments and subsequent renewal of contracts will ensure that ISBE fulfills federal and state requirements for the operation of an impartial due process system.

Superintendent's Recommendation

The Superintendent recommends accepting the Due Process Screening Committee and Illinois State Advisory Council on the Education of Children with Disabilities (ISAC) recommendations regarding reappointment of Hearing Officers and the appointment of the new Hearing Officers for a term of two years beginning on July 1, 2004 and to issue the Hearing Officers a contract for FY05.

Next Steps

ISBE staff will prepare and distribute contracts to individual hearing officers for completion and return by June 30, 2004.

ILLINOIS STATE BOARD OF EDUCATION MEETING

June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Christopher A. Koch, Director

Agenda Topic: Action Item: Acceptance of Annual Evaluation of Illinois' Due Process Procedures

Materials: Evaluation of the Illinois Due Process Procedures
January 1, 2002 through June 30, 2004 (available at Board meeting)

Staff Contact(s): Christopher A. Koch, Director
James W. Gunnell, Division Administrator
Dale Boyd, Special Education Consultant

Purpose of Agenda Item

Section 14-8.02a(e) of the Illinois School Code requires that Illinois Due Process Procedures be evaluated annually and the findings of the evaluation be reported to the Illinois State Board of Education, the State Superintendent of Education, the State Advisory Council on the Education of Children with Disabilities, the Due Process Screening Committee, and the public. The purpose of this agenda item is to inform the Board of the status of due process in Illinois.

Expected Outcome(s) of Agenda Item

The State Board of Education will be knowledgeable of Illinois Due Process system and receive information on the implementation of improvement strategies.

Background Information

This evaluation marks the fifth annual evaluation conducted since Illinois moved to the one-tier system in 1997. The framework for due process hearings are left to the states to determine. Typically, states either operate a one-tier or two-tier system. In 1996, the Illinois State Advisory Council with the assistance of stakeholders from throughout the state began the process which ultimately resulted in the passage of Public Act 89-652 that moved Illinois from a two-tier system to a single-tier system. In a single-tier system, the initial hearing is administered at the state level, with the parties involved having the right to appeal the hearing officer's decision directly to a court of competent jurisdiction. Proponents of this change argued that the two-tier structure was cumbersome and costly. Currently there are 32 states that operate a one-tier system.

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

Policy Implication

During FY04 more emphasis has been placed on other dispute processes, such as mediation and complaint investigations. Beginning July 1, 2003 the Illinois State Board of Education expanded the pool of trained mediators by contracting with 22 external mediators. During FY05 we will continue to emphasize mediation and other dispute processes.

Budget Implication

During FY02, \$630,300 was budgeted, FY03, \$737,300 was budgeted and for FY04 \$755,000.00 was budgeted. Estimated budget for FY05 will be \$800,000.

Communications

The information contained in the annual report will be posted on ISBE's website: <http://www.isbe.net/spec-ed/>.

Pros and Cons of Various Actions

Increased use of mediation should result in fewer due process hearings.

Superintendent's Recommendation

The Superintendent recommends accepting this annual report, and authorizes its distribution.

Next Steps

Ongoing implementation of Illinois Due Process System.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
Cleo Boswell, Division Administrator

Agenda Topic: Action Item: Authorization of Rules for Initial Review – Part 227 (Gifted Education - Repealer); Part 230 (Summer School for Gifted and Remedial Education); and Part 525 (Regional Offices of Education and Intermediate Services)

Materials: Recommended Repealer and Recommended Amendments

Staff Contact(s): Cleo Boswell

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed repealer and related amendments for initial review and secure the Board's authorization to distribute them for public comment.

Expected Outcomes of Agenda Item

The Board will adopt a motion authorizing the staff to publish the proposed repealer and proposed amendments in the Illinois Register to elicit public comment.

Background Information

This group of rules responds to P.A. 93-21, which took effect on July 1, 2003. This Act repealed Article 14A of the School Code ("Gifted Children") in its entirety. The repeal of this Article removes the statutory basis for the requirements and reimbursement described in Part 227. Similar changes were made to eliminate references to gifted students from provisions of the School Code that describe the purpose of the summer school program (Section 2-3.61) and identify the services required to be provided on a regional basis (Section 2-3.62). These changes necessitate revisions in Parts 230 and 525, respectively.

Superintendent's Recommendation

The Superintendent recommends that the State Board of Education authorize solicitation of public comment on the proposed rulemaking for:

Gifted Education (23 Illinois Administrative Code 227),

Summer School for Gifted and Remedial Education (23 Illinois Administrative Code 230), and

Regional Offices of Education and Intermediate Services (23 Illinois Administrative Code 525),

including publication of the proposed repealer and the proposed amendments in the Illinois Register.

Next Steps

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

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED REPEALER

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 227

GIFTED EDUCATION (REPEALED)

Section

| | |
|---------|---|
| 227.10 | Definition of Terms |
| 227.12 | Comprehensive Plan for Gifted and Talented Education |
| 227.14 | Contents of the Plan |
| 227.16 | Gifted and Talented Education Plan Approval and Amendment Process |
| 227.18 | Implementation of Plans |
| 227.20 | The Establishment and Administration of Gifted Education Programs |
| 227.30 | Gifted Education Instructional Programs |
| 227.40 | Identification and Assessment of Gifted and Talented Children |
| 227.50 | Educational Personnel for Gifted Programs |
| 227.60 | Evaluation of Gifted Programs |
| 227.70 | Area Service Centers (Repealed) |
| 227.75 | Eligibility to Serve as Area Service Center (Repealed) |
| 227.80 | Application for Designation as ASC (Repealed) |
| 227.85 | Designation of Area Service Centers (Repealed) |
| 227.90 | Terms of Area Service Center Contract (Repealed) |
| 227.95 | Institutes (Repealed) |
| 227.100 | Institute Eligibility (Repealed) |
| 227.105 | Application for Institute Designation (Repealed) |
| 227.110 | Institute Designation (Repealed) |
| 227.115 | Terms of the Institute Contract (Repealed) |

AUTHORITY: Implementing and authorized by Article 14A of the School Code [105 ILCS 5/Art. 14A].

SOURCE: Adopted April 11, 1974; codified at 7 Ill. Reg. 16505; Part repealed, new Part adopted at 9 Ill. Reg. 9988, effective June 14, 1985; amended at 10 Ill. Reg. 21661, effective December 17, 1986; amended at 13 Ill. Reg. 14957, effective September 6, 1989; Part repealed at 28 Ill. Reg. _____, effective _____.

Section 227.10 Definition of Terms

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"Advisory Council" means the Advisory Council on Education of Gifted Children defined in Section 14A-4 of The School Code (Ill. Rev. Stat. 1987, ch. 122, par. 14A-4).

"Educational Assessment" means all those activities which contribute to a more comprehensive and accurate understanding of the child and his or her educational needs. These activities shall include testing, staffing and evaluation of academic history.

"Educational Service Center (ESC)" means a state funded agency established within a specific geographic region to provide services to local education agencies (LEA's) in meeting the educational needs of gifted and talented children as provided in 23 Ill. Adm. Code 500.50 (b)(1) (Educational Service Centers).

"Gifted and Talented Children" means those children who consistently excel or show the potential to be consistently superior in one or more of the following areas of human endeavor:

General Intellectual Ability. The child possesses general intellectual ability, high level thought processes (e.g., the ability to make valid generalizations about events, people and things), or divergent thinking (e.g., the ability to identify and consider multiple, valid solutions to a given problem) which is consistently superior to that of other children to the extent that he or she needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

Specific Aptitude/Talent. The child possesses a specific aptitude/talent in a specific academic area, creativity or the arts which is consistently superior to the aptitudes of other children to the extent that he or she needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

"Gifted Education Program" means those instructional programs, supportive services, unique materials, learning settings, and other state and local educational services as described in Article 14A of The School Code and herein, which modify, supplement, and support the standard education program of the public schools, and shall include the following components:

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Identification of the gifted and talented child.

Assessment of the nature of the child's cognitive and affective educational needs for the purpose of developing a suitable program.

Instruction which is based upon an assessment of the student's educational needs.

Continued evaluation and refinement of the program.

"Instructional Services" means those instructional activities which are provided for gifted and talented children in a standard classroom or other educational setting relevant to the gifted student's needs.

"Local Education Agency (LEA)" means a public school board of education, an educational service region or a combination of these, or other public authority legally constituted within the state that is recognized by the state to be an administrative agency for public elementary or secondary schools.

"Reimbursement Coordinator" means the person who is directly responsible for the administration and operation of the program for gifted and talented children within an LEA.

"Reimbursement Program" means an educational program designed to meet the educational needs of gifted and talented children that receives reimbursement for services and materials as described in Section 14A-5 of The School Code.

"Staffing" means a meeting of personnel such as classroom teachers, school administrators, psychologists, guidance counselors, academic discipline specialists, parents, and students for the purposes of:

Determining the eligibility of students for specially planned education services.

Determining the appropriate provision of these services.

Reviewing the educational progress of the gifted and talented students.

"Standard School Program" means the educational program generally offered by the local school district to the majority of its students.

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Section 227.12 Comprehensive Plan for Gifted and Talented Education

- a) Pursuant to the provisions of Section 14A-3.1 of The School Code (Ill. Rev. Stat. 1987, ch. 122, par. 14A-3.1), each school district shall develop a plan which either provides or makes available for all gifted and talented pupils gifted education program(s) (as defined in Section 227.10 of this Part) which encompass all grade levels and fundamental areas of learning as set forth in 23 Ill. Adm. Code 210. Appendix A (Learning Assessment and School Improvement Plans).
- b) Each comprehensive plan for gifted and talented education (hereinafter called a Plan) shall at least contain the information required in Section 227.14 of this Part and shall be submitted to the State Board of Education by December 31, 1989 for review and approval in accordance with Section 227.16 of this Part.

Section 227.14 Contents of the Plan

- a) Each Plan must include a description of:
 - 1) a system for the identification and assessment of gifted and talented children that meets the requirements of Section 227.40 of this Part;
 - 2) a gifted education program that:
 - A) meets the requirements of Sections 227.10 and 227.12(a) of this Part; and
 - B) reflects in scope the district's estimate of the number of gifted and talented students it expects to serve by grade level and fundamental area of learning;
 - 3) educational personnel needed to provide instructional and other services pursuant to subsections (a)(1) and (a)(2);
 - 4) that portion of the district's ongoing staff development plan (developed pursuant to 23 Ill. Adm. Code 30) designed for the educational personnel referred to in subsection (a)(3); and
 - 5) evaluation procedures that meet the requirements of Sections 227.30(b) and 227.60 of this Part.

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- b) Each Plan shall also include a budget, completed on forms provided by the State Board of Education, which shall be an estimate of the school district's costs for operating the program components described in its Plan. For the purpose of establishing accurate estimates of these costs, school districts shall not be constrained by the reimbursement limitations set forth in Section 14A-5 of The School Code (Ill. Rev. Stat. 1987, ch. 122, par. 14A-5).

Section 227.16 Gifted and Talented Education Plan Approval and Amendment Process

- a) The State Board of Education will approve the Plan if the Plan conforms to the requirements listed in Section 227.14.
- b) Upon completion of review of the Plan, the State Superintendent of Education shall send a letter to the submitting LEA, indicating that:
 - 1) its Plan has been approved pursuant to the provisions of subsection (a) of this Section; or
 - 2) its Plan can be approved upon submission of specified revisions and/or additional information within 45 days.
- c) Upon completion of review of information submitted by a school district pursuant to the provisions of subsection (b)(2) of this Section, the school district will be notified in writing that its Plan has been approved or that the Plan remains unapprovable for reasons which shall be specified.
- d) A school district must have an approved Plan on file with the State Board of Education in order to be eligible for reimbursement of the costs of implementing its Plan. Annual reimbursement for programs based upon approved Plans shall be provided in accordance with the provisions of Section 227.18 of this Part.
- e) Each school district shall review its Gifted and Talented Education Plan annually and may amend it to ensure that services meet the changing needs of students.
 - 1) Amendments to Plans shall be submitted to the State Board of Education for approval prior to their implementation.
 - 2) The State Board shall notify the district of the approval status of its amended Plan as set forth in Section 227.16(b).

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- 3) Amendments will be approved if the resulting Plan continues to meet the criteria set forth in Section 227.14.

Section 227.18 Implementation of Plans

- a) Implementation of the plans or components thereof (i.e., as specified in Section 227.14(a) in relation to grade levels and fundamental learning areas) as determined by the State Board of Education shall begin during the 1991-92 school year, provided that the Governor and the General Assembly have accepted the formula and funding level to be submitted to them by the State Board of Education by January 31, 1991 (Section 14A-3.1 of The School Code).
- b) Subject to the condition set forth in subsection (a) of this Section, the State Board of Education shall determine the extent to which the approved Plans or components thereof shall be implemented, on the basis of:
 - 1) the sum of the estimated costs for the Plans and for their components;
 - 2) the extent of additional personnel and other resources needed to implement the Plans or their components; and
 - 3) the intent of the State Board of Education to achieve full implementation of the Plans at the earliest possible date.
- c) The State Board of Education shall send a written notice to all districts indicating the Board's implementation decision pursuant to this Section within thirty (30) days of adopting said decision.

Section 227.20 The Establishment and Administration of Gifted Education Programs

- a) Proposed programs for gifted and talented children shall be submitted to the Advisory Council and State Board staff on forms provided by the State Board of Education for evaluation and recommendation to the State Superintendent of Education.
- b) Proposed programs shall be recommended for approval to the State Superintendent of Education if they contain evidence of providing or increasing services of the public school in the field of gifted education and evidence of compliance with the requirements set forth in this Part.

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- c) Approval and subsequent reimbursement of proposed programs in accordance with Section 14A-5 of The School Code shall be determined by the State Superintendent of Education and shall be based upon the recommendations resulting from review of the proposed programs and the standards for such review as set forth above, and upon the information provided by the applicant in the "Budget Breakdown" portion of the application form issued by the State Board of Education. This section of the form requires the provision of information concerning the district's enrollment, equalized assessed valuation, personnel salaries and other expenses necessary to determine the level of reimbursement for which the district is eligible.
- d) An LEA may request gifted education reimbursement funds to establish and operate a gifted education program to meet the educational needs of children who consistently excel or have the potential to consistently excel in one or more of the areas of human endeavor defined in Section 227.10.
- e) The establishment of reimbursable gifted education programs shall proceed from planning to program development and implementation at all grade levels.
- f) The gifted education program reimbursement coordinator shall be responsible for the development and operation of the local gifted education program as an integrated part of the standard school program in cooperation with appropriate state education agency personnel, educational service center personnel, parents of gifted students, and gifted students themselves.

Section 227.30 Gifted Education Instructional Programs

- a) Those LEA's receiving gifted reimbursement funds shall design gifted education programs in direct response to the educational needs of children identified as gifted and talented in one of the areas of human endeavor defined in Section 227.10.
- b) Educational objectives, experiences, and evaluation techniques shall be developed by the LEA for each type of instructional program designed to meet the educational needs of gifted and talented children. These objectives, experiences, and evaluation techniques shall stress sequential education and be subject to continuing review, evaluation, and revision through consultation with individuals involved in the program, e.g., LEA personnel, ESC personnel, students and parents.

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- c) Programs and services designed to meet the educational needs of gifted and talented children shall be an integrated part of the standard school program. These programs and services may also provide learning experiences that occur in settings and at times other than those of the regular school program, including optional summer school.

Section 227.40 Identification and Assessment of Gifted and Talented Children

- a) Subject to subsection (c) below, in order to qualify for program approval, an LEA shall indicate in its proposal that gifted and talented children have been identified, through a process consistent with subsection (b), for participation in the program to be reimbursed.
- b) The process for identifying children as gifted and talented shall be determined by the LEA. However, the identification process shall meet the following standards.
 - 1) It must be applied to all students in the LEA population.
 - 2) It must establish, make public, and apply criteria for selecting a child from the LEA's student population for differentiated instructional programs or services.
 - 3) It must uniformly apply any criteria for selection to every child in the LEA population for whom they are applicable (e.g., according to grade level, academic area, or area of talent).
 - 4) It must describe specific means used for student identification and make use of both objective measures and professional judgment such as those enumerated in subsections (A) and (B), respectively:
 - A) Objective measures
 - Specific subject matter tests
 - Achievement test sub-scores
 - Creativity tests
 - Pictorial, nonverbal, or abstract reasoning tests
 - Individual intelligence tests
 - Group verbal intelligence or mental ability tests;

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B) Professional judgment

Teacher or specialist, e.g., counselor, psychologist, or other professional evaluation

Past school performance

Evidence of accomplishment or ability, e.g., portfolio, audition, or other performance.

- c) All gifted and talented children who have been identified shall be given an educational assessment as defined in Section 227.10.
- d) The identification and assessment of a gifted child must be done prior to the development of an instructional program or service for that child.

Section 227.50 Educational Personnel for Gifted Programs

- a) All professional personnel for whom reimbursement funds in excess of \$300 are claimed must hold a registered teaching, supervisory, or administrative certificate as applicable to their roles, and must meet at least two of the three following requirements:
 - 1) They must have completed at least three semester or four quarter hours of college credit in the education of gifted and talented children.
 - 2) They must have completed a training institute for teachers of gifted and talented children approved by the State Board of Education prior to June 30, 1986, or provided by an ESC pursuant to 23 Ill. Adm. Code 500.50(b)(1) (Educational Service Centers) after June 30, 1986.
 - 3) They must have had at least two years of experience in working with programs for gifted and talented children.
- b) The LEA superintendent shall serve as or designate a reimbursement coordinator who shall have the following responsibilities:
 - 1) To complete and file the application and proposal for approval.
 - 2) To implement and/or supervise the activities proposed within the LEA gifted program proposal.

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- 3) To develop and operate the local gifted education program as an integrated part of the standard school program.
- 4) To provide inservice training for the teachers of identified gifted and talented children.
- 5) To select and implement identification and assessment instruments and processes.
- 6) To determine the need and provide for the implementation of staffings related to gifted and talented children.
- 7) To develop and implement a self-evaluation process for the LEA gifted program.
- 8) To complete and file the claim for reimbursement form.
- 9) To submit:
 - A) program applications within 45 days of receipt;
 - B) program evaluation reports within 45 days of receipt;
 - C) claims for reimbursement as provided in Section 14A-5(b) of The School Code (Ill. Rev. Stat. 1985, ch. 122, par. 14A-5(b)).
 - D) Except in the case of claims for reimbursement, these submission dates shall be waived when circumstances beyond the control of local districts or the State Board of Education make this action necessary. School districts shall receive written notification including the reason(s) for the waiver and the new date established for submission of the required materials.
- 10) To coordinate the LEA's gifted program with those of its regional ESC and the State Board of Education.
- 11) To meet all program goals and objectives as set forth and agreed upon by the LEA and the State Board of Education.

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- c) All professionals within an LEA designated as teachers of identified gifted children or as administrators of the local gifted program shall be eligible to participate in and receive all services pertinent to the education of gifted and talented children offered by the State Board of Education and the Educational Service Centers.

Section 227.60 Evaluation of Gifted Programs

- a) The extent to which the LEA receiving reimbursement funds for gifted programs is fulfilling its responsibilities to gifted and talented children as defined and set forth in this Part shall be determined annually by the State Board of Education in accordance with the criteria set forth in subsection (d) of this Section.
- b) All gifted program financial records must be maintained for a period of three years subsequent to the conclusion of the program.
- c) An LEA receiving reimbursement funds for operating a gifted program shall develop its own gifted program evaluation. The LEA reimbursement coordinator shall conduct the evaluation at least annually in a manner consistent with the provisions of Section 227.30 (b). Evaluation procedures should indicate the process, instruments and techniques used to measure the progress toward the objective and the anticipated degree of change.
- d) The evaluation report resulting from (c) above must contain evidence of LEA compliance with Section 227.50(b)(11) in order to be eligible for continued state reimbursement in each year following approval of the initial program application.

Section 227.70 Area Service Centers (Repealed)

Section 227.75 Eligibility to Serve as Area Service Center (Repealed)

Section 227.80 Application for Designation as ASC (Repealed)

Section 227.85 Designation of Area Service Centers (Repealed)

Section 227.90 Terms of Area Service Center Contract (Repealed)

Section 227.95 Institutes (Repealed)

Section 227.100 Institute Eligibility (Repealed)

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Section 227.105 Application for Institute Designation (Repealed)

Section 227.110 Institute Designation (Repealed)

Section 227.115 Terms of the Institute Contract (Repealed)

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 230
SUMMER SCHOOL FOR ~~GIFTED AND~~ REMEDIAL EDUCATION

Section

| | |
|--------|--|
| 230.10 | Definitions |
| 230.20 | Eligible Applicants |
| 230.30 | Procedures and Criteria for Approval of Applications |
| 230.40 | Allocation of Funds |
| 230.50 | Distribution of Grant Awards |
| 230.60 | Program Evaluation Standards |

AUTHORITY: Implementing and authorized by Section 2-3.61 of the School Code [105 ILCS 5/2-3.61].

SOURCE: Adopted at 10 Ill. Reg. 12615, effective July 9, 1986; amended at 13 Ill. Reg. 1535, effective January 23, 1989; amended at 28 Ill. Reg. _____, effective _____.

Section 230.10 Definitions

~~"Gifted/Talented Students" means those students identified in accordance with 23 Ill. Adm. Code 227.40 (Gifted Education), including students identified as displaying high level thought processes and divergent thinking pursuant to Section 14A-2 of The School Code (Ill. Rev. Stat. 1987, ch. 122, par. 14A-2).~~

"Potential Dropout" means a student who is subject to compulsory attendance as defined in Section 26-1 of ~~the~~ The School Code [105 ILCS 5/26-1] ~~(Ill. Rev. Stat. 1987, ch. 122, par. 26-1 et seq.)~~ and who is identified by school district officials as a potential dropout on the basis of his or her academic performance and/or personal behavior. This definition includes a student whose academic and/or personal performance demonstrates to school district officials that he or she is uninvolved, unmotivated, and/or disaffected (e.g., repeated tardiness or absence, disruptiveness, or failure to complete assignments).

"Remedial Students" means those students at risk of academic failure as evidenced by meeting at least one of the following criteria:

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students who are potential dropouts as defined in this Section ~~230.10~~;

students who have failed an academic subject;

students who are not likely to graduate because of insufficient academic credits; or

students who by teacher judgment (e.g., based upon observation of students' actions, attendance patterns, or relationships with others) and assessment results demonstrate a proficiency level one grade or more below current placement level.

"Summer School" means instruction offered during that period of the calendar year not embraced within the regular school term.

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

Section 230.20 Eligible Applicants

Eligible applicants ~~Applicants~~ for the purposes of this Part are those school districts with remedial ~~Remedial or Gifted and Talented~~ students as defined in Section 230.10 of this Part.

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

Section 230.30 Procedures and Criteria for Approval of Applications

- a) Eligible applicants must annually submit a completed application on forms provided by the State Board of Education which will include:
 - 1) a total grant request not more than the amount for which the applicant is eligible in accordance with Section 230.40 of this Part;
 - 2) information describing the local school district's proposed project, including the needs of remedial ~~and gifted~~ students and the related project activities, expectations for improving student achievement, and assessment procedures for evaluating the program; and
 - 3) a completed budget and budget summary form of proposed expenditures eligible under Section 2-3.61 of ~~the~~ The School Code [105 ILCS 5/2-3.61] (~~Ill. Rev. Stat. 1987, ch. 122, par. 2-3.61~~) and this Part.

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- b) Local assessment procedures for evaluating the program as specified in subsection (a)(2) of this Section 230.30(a)(2) must meet the following minimum standards:
- 1) assessment procedures must include systematic data collection and analysis of students' ~~student~~ needs, services provided, and results achieved;
 - 2) assessment procedures must be based on good testing practices as described in "Standards for Educational and Psychological Testing" (1985) published by the American Psychological Association (no ~~Ne~~ later amendments to or editions of these standards are incorporated by this Section rule);
 - 3) assessment criteria must be uniformly applied to all students tested with a particular assessment procedure; and
 - 4) assessment procedures must include statements concerning what actions will be taken to eliminate or alleviate identified problems when analysis of the assessment data demonstrates that the applicant's expectations for improving remedial students' ~~and gifted student~~ achievement are not being met.
- c) Each application will be reviewed by State Board of Education staff to determine the extent to which the applicant has related the needs of the students to be served to the services to be provided to them and has clearly stated expectations for the program's outcomes. Evidence that an applicant has adequately related students' needs to proposed services may include, but not be limited to, plans to provide students who demonstrate deficiency in a particular academic subject area with intensive instructional support in that area, ~~or plans to offer students exhibiting superior proficiency in a subject area advanced instruction in that area or introduction to an area requiring those skills.~~
- d) An application must be submitted on or before the date specified in Section 2-3.61 of the ~~The~~ School Code.
- e) Information provided in the application, as required in subsection (a) of this Section 230.30(a), will be reviewed by State Board of Education staff to determine that the information demonstrates compliance with Section 2-3.61 of the ~~The~~ School Code and this Part.

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- f) State Board staff will send a written notice to applicants specifying any requested information that is missing from their application. Such applicants must supply the requested information within 15 ~~fifteen~~ (~~15~~) calendar days after ~~of their~~ receipt of said notice.

- g) The State Superintendent of Education will approve applications that demonstrate compliance with Section 2-3.61 of the ~~The~~ School Code and this Part, except that the State Superintendent shall have discretion to invoke the provisions of subsection (f) of this Section with respect to any such application submitted for final approval.

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 0: MISCELLANEOUS

PART 525

REGIONAL OFFICES OF EDUCATION AND INTERMEDIATE SERVICES

Section

| | |
|---------|---|
| 525.10 | Advisory Boards for Regional Offices of Education |
| 525.20 | Purpose (Repealed) |
| 525.30 | Membership and Selection (Repealed) |
| 525.40 | Duties (Repealed) |
| 525.50 | Intermediate Service Centers in Cook County Outside the City of Chicago |
| 525.60 | City of Chicago Intermediate Service Center |
| 525.100 | Role of Chief Administrator |
| 525.110 | Programs and Services to be Provided |
| 525.120 | Regional Improvement Plan |
| 525.130 | Annual Application |
| 525.140 | Program Evaluation Standards and Procedures |
| 525.150 | Allocation of Funds |
| 525.160 | Fiscal Procedures |

AUTHORITY: Implementing and authorized by Sections 2-3.62, 3A-16, and 3A-17 of the School Code [105 ILCS 5/2-3.62, 3A-16, and 3A-17].

SOURCE: Adopted at 18 Ill. Reg. 17447, effective November 28, 1994; amended at 21 Ill. Reg. 2179, effective January 29, 1997; amended at 28 Ill. Reg. _____, effective _____.

Section 525.110 Programs and Services to be Provided

The following school improvement services shall be provided by each Regional Office of Education and the Chicago Intermediate Service Center as defined in Section 525.10 of this Part. These services shall comprise a core common to all Regional Offices and the Chicago Intermediate Service Center, but shall not limit the range of programs and services that may be offered by one or more of these entities. The 10 Regional Offices of Education with the smallest populations shall provide services under cooperative agreements with one or more of the 35 Regional Offices of Education with the largest populations in accordance with subsection (b) of this Section.

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- a) Each Regional Superintendent of Schools shall ensure the provision to all school districts of the following programs and services listed in this subsection (a). Such services may be provided either directly by each Regional Office of Education or in cooperation with one or more Regional Offices of Education. Such services may include, but need not be limited to, the provision of administrator and teacher training programs, data collection, on-site consultation, evaluation services, implementation of the improvement practices selected by school district staff, and other services identified by school personnel as critical to the completion of their school improvement efforts.
- 1) ~~Each Regional Office of Education shall provide for Education of Gifted Children as specified in Section 2-3.62(1) of the School Code. Gifted education services are those necessary to support school administrators and teachers in the planning, implementation, and evaluation of the district comprehensive gifted education plans as they relate to school improvement plans. Regional Offices shall assist the State Board of Education with collection and dissemination of information relative to the implementation of district comprehensive plans, professional development programs, and the completion of special studies as deemed necessary by the State Superintendent of Education.~~
- 2) Each Regional Office of Education shall provide for Computer Technology Education as specified in Section 2-3.62(2) of the School Code. This shall include planning, implementation, and evaluation services necessary for the establishment of programs designed to achieve computer literacy and high-technology competency. These technology services must include, but need not be limited to, inservice training and staff development; use, application, and evaluation of software; technical assistance; and curriculum development.
- 2) ~~3)~~ Each Regional Office of Education shall provide for Staff Development Services in Fundamental Learning Areas, to include at least mathematics, science, and reading resources, as specified in Section 2-3.62(3) of the School Code. These services shall include planning, implementation, and evaluation services as they relate to the continuing education, inservice training, and staff development needs of teachers and administrators in the areas of mathematics, biological and physical sciences, language arts, fine arts, social sciences, and physical development and health. Activities shall include, but need not be limited to, assisting in needs assessment activities, providing workshops and inservice training sessions, providing

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technical assistance, convening study or assessment groups, and acting as a clearinghouse for research materials in the fundamental learning areas.

- 3) 4) Each Regional Office of Education shall ensure access for all administrators to continuing professional development offered through the Illinois Administrators' Academy (Section 2-3.53 of the School Code [105 ILCS 5/2-3.53]) and at least provide the following services: assessing regional needs, acting as a clearinghouse for educational materials and research, and keeping accurate records of attendance at inservice training sessions provided through the Illinois Administrators' Academy.
- 4) 5) Each Regional Office of Education shall establish and maintain a directory of cooperating consultants used by the Regional Office to provide services to school districts and to make information regarding such consultants available to schools.
- b) The 10 Regional Offices of Education with the smallest populations shall enter into cooperative agreements with one or more of the larger regions to provide those services outlined in subsections (a)(1) through (5) of this Section, provided that:
 - 1) approval for the agreement is obtained from each Regional Superintendent of Schools involved in the cooperative;
 - 2) services and programs to be delivered are included in the regional improvement plan pursuant to Section 525.120 of this Part; and
 - 3) if one or more of the 10 Regional Offices of Education cannot enter into a cooperative agreement with one or more of the larger regions, then the State Board of Education shall work with regions so that they enter into a cooperative agreement or, if necessary, assign regions to participate in a cooperative agreement.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
Tim Imler, Division Administrator

Agenda Topic: Action Item: Authorization of Rules for Initial Review –
Part 252 (Driver Education)

Materials: Recommended Amendments

Staff Contact(s): Tim Imler

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

Expected Outcomes of Agenda Item

The Board will adopt a motion authorizing the staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information

This rulemaking responds to P.A. 93-55. That legislative change took effect on July 1, 2003, and amended Section 27-24.6 of the School Code with regard to who must sign a school district's claim for reimbursement for the driver education program. The previous language of the law required the president or acting president of the school board to sign the claim in addition to the chief school administrator. With the change, either the chief school administrator or "authorized driver education personnel employed by the school board" can prepare and certify the district's claim.

The proposed amendment to Part 252 reflects the revision to the statute and makes no other substantive change.

Superintendent's Recommendation

The Superintendent recommends that the Illinois State Board of Education authorize solicitation of public comment on the proposed rulemaking for:

Driver Education (23 Illinois Administrative Code 252),

including publication of the proposed amendments in the Illinois Register.

Next Steps

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

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 252
DRIVER EDUCATION

| | |
|---------|---|
| Section | |
| 252.10 | Definitions |
| 252.20 | Administration and Procedures |
| 252.25 | Eligibility of Students |
| 252.30 | The Terms of Reimbursement for Public School Participation in the Program |
| 252.40 | Driver Education Teacher Requirements |
| 252.50 | Commercial Schools (Transferred) |

AUTHORITY: Implementing and authorized by Section 27-23 of the School Code and the Driver Education Act [105 ILCS 5/27-23 and 27-24 through 27-24.8].

SOURCE: Adopted September 4, 1975; codified at 8 Ill. Reg. 1585; emergency amendment at 9 Ill. Reg. 15558, effective October 1, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 12922, effective July 22, 1986; Section 252.50 transferred to 92 Ill. Adm. Code 1060.240 (Secretary of State) pursuant to Section 5-80(d) of the Illinois Administrative Procedure Act [5 ILCS 100/5-80(d)] and Section 6-411 of the Illinois Driver License Law [625 ILCS 5/6-411] at 11 Ill. Reg. 1631; amended at 18 Ill. Reg. 16307, effective October 25, 1994; amended at 22 Ill. Reg. 7577, effective April 17, 1998; amended at 26 Ill. Reg. 10476, effective July 1, 2002; amended at 28 Ill. Reg. _____, effective _____.

Section 252.30 The Terms of Reimbursement for Public School Participation in the Program

- a) Claims for Reimbursement -- These shall be made under oath or affirmation of the president or acting president of the school board and the chief school administrator for the district employed by the school board or authorized driver education personnel employed by the school board [105 ILCS 5/27-24.6].
 - 1) Reimbursement shall be determined in accordance with the provisions of Sections 27-24.4 and 27-24.5 of the School Code [105 ILCS 5/27-24.4 and 27-24.5]. If the local school board establishes a policy permitting students to take a proficiency examination after at least 3 clock hours of practice driving (see Section 252.20(c)(13) of this Part), and the student(s)

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successfully complete the examinations, the claim for reimbursement will include this fact. However, reimbursement for students who fail the proficiency examination may be claimed only upon their completion of 6 clock hours of practice driving.

- 2) The State state shall not reimburse any district for any student enrolled in the driver education course who has repeated any part of the course more than once, who did not meet the age requirements of the Act or was otherwise ineligible during the period in which he or she was enrolled in the course, or who did not hold a valid instruction permit during the laboratory instruction, or any district which did not adequately publicize and provide the course in a reasonable time after requested.
- 3) If the sum appropriated from the driver education fund is insufficient to pay all claims submitted each year, the amount payable to each district shall be proportionately reduced.
- 4) The school district that which is the residence of an eligible pupil who attends a nonpublic school in another district that has furnished the driver education course shall reimburse the district offering the course the difference between the actual per capita cost of giving the course the previous school year and the amount reimbursed by the State state.
- 5) The district may charge a reasonable fee -- not to exceed the amount specified in Section 27-23 of the School Code -- to students who participate in a driver education course approved in accordance with this Part. This fee shall supersede any other fee(s) or portion thereof charged to students and attributable to the driver education course. As used in this Part, "reasonable fee" means a fee calculated by dividing the sum of documented annual district costs for items such as instructional materials (if not included in the district's textbook rental fee), the cost of driver education cars, car maintenance costs, fuel, and insurance by the number of students participating in the driver education course. For purposes of this calculation, the cost of driver education cars that are purchased by the district shall be amortized over a five-year period, and the cost of leasing cars shall be included in the fee calculation in the year such costs are incurred.
- 6) No fee shall include any portion of the costs for school district personnel salaries and benefits.

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- 7) The driver education fee shall be waived with respect to any student who applies pursuant to this subsection and who is eligible for free lunches or breakfasts pursuant to the School Free Lunch Program Act [105 ILCS 125/1 et seq.], and with respect to other students in accordance with the district's policy adopted in accordance with Section 1.245 ("Waiver of School Fees") of the rules of the State Board of Education (see 23 Ill. Adm. Code 1, Public Schools Evaluation, Recognition and Supervision).
- b) Tuition Student -- The district of residence will pay the entire per capita cost of such instruction to the other school and make claim for State reimbursement for such student.
- c) Transfer Student – For any transfer student as defined in Section 252.20(b)(3) of this Part, reimbursement shall be claimed only by the school district to which the student has transferred.
- d) Cooperative School Programs -- In fulfilling the reimbursable requirements, a school district must provide an approved driver education course or participate in a special education cooperative or be part of an approved joint school agreement with another public school district.
- e) Records -- Daily attendance records shall be kept by the teachers in the manner prescribed in Section 27-24.6 of the School Code and are to be used to certify claims made under the Act.
 - 1) Records must be maintained by the school ~~to which~~ to substantiate daily lessons, time behind the wheel, observation time, other laboratory experiences and periodic as well as final evaluation of each student. Also recorded shall be the beginning and ending dates of classroom and laboratory instruction. Students are to be identified by their instructional permit number, name, address and other personal information.
 - 2) Such records are to be on file in the office of the driver education supervisor, principal, or other manager at the time reimbursement and/or certification is requested.
 - 3) Driver education participation records are to be kept and be readily available for a period of not less than three years.
 - 4) All records are subject to yearly audit by State ~~state~~ auditors.

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- f) Public School District Participation Agreement -- Prior approval affirms continuous approval as long as the school continues to maintain standards established in the Driver Education Act and this Part.

- g) Driver Education Cost Accounting -- Records of all expenses incurred in the operation of a reimbursable driver education program must be maintained by school officials. Actual school expenditures for administration, supervision, instruction, instructional supplies, inservice training for teachers, operation of equipment, buildings, and other special construction (provided a schedule is on file) may be used to determine the actual per capita cost.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
Clay Slagle, Director, Human Resources

Agenda Topic: Action Item: Authorization of Rules for Initial Review – Part 1300 (Americans with Disabilities Act Grievance Procedure)

Materials: Recommended Rules

Staff Contact(s): Clay Slagle

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed rules for initial review and secure the Board’s authorization to distribute them for public comment.

Expected Outcomes of Agenda Item

The Board will authorize staff to publish the proposed rules in the Illinois Register to elicit public comment.

Background Information

This rulemaking is being undertaken in response to a notification recently received from the Joint Committee on Administrative Rules (JCAR). JCAR has advised that the State Board is one of numerous agencies that have not filed rules for a grievance procedure under the Americans with Disabilities Act (ADA).

The federal regulations implementing Title II of the ADA require that each public entity employing 50 or more persons designate at least one employee who will be responsible for assisting the entity in complying with its obligations related to nondiscrimination on the basis of disability. Further, each such entity is required to adopt and publish grievance procedures for the resolution of complaints alleging actions that would be prohibited by the federal regulations. These procedures meet the definition of “rule” set forth in the Illinois Administrative Procedure Act (“each agency statement of general applicability that implements, applies, interprets, or prescribes law or policy”) and thus are required to be filed as such.

The proposed new rules were prepared based on an accepted model used by other Illinois agencies for this purpose. They generally also reflect existing agency practice, although there have been no specific ADA-related complaints or inquiries to date.

Superintendent's Recommendation

The Superintendent recommends that the State Board of Education authorize solicitation of public comment on the proposed rulemaking for:

Americans with Disabilities Act Grievance Procedure (4 Illinois Administrative Code 1300),

including publication of the proposed rules in the Illinois Register.

Next Steps

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

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NOTICE OF PROPOSED RULES

TITLE 4: DISCRIMINATION PROCEDURES
CHAPTER XLV: STATE BOARD OF EDUCATION

PART 1300
AMERICANS WITH DISABILITIES ACT GRIEVANCE PROCEDURE

Section

| | |
|---------|--------------------------------|
| 1300.10 | Purpose |
| 1300.20 | Definitions |
| 1300.30 | Applicability of Procedure |
| 1300.40 | Designated Coordinator's Level |
| 1300.50 | Final Level |
| 1300.60 | Accessibility |
| 1300.70 | Case-By-Case Resolution |

AUTHORITY: Implementing Title II, Subtitle A, of the Americans with Disabilities Act of 1990 (42 USC 12131-12134), as specified in regulations for Title II (28 CFR 35.107), and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].

SOURCE: Adopted at 28 Ill. Reg. _____, effective _____.

Section 1300.10 Purpose

- a) This Part establishes a procedure for use in resolving grievances asserted by qualified individuals with disabilities, pursuant to the Americans with Disabilities Act of 1990 ("the ADA") (42 USC 12101 et seq.) and its implementing regulations at 28 CFR 35.107. Any individual who desires to review the ADA or its implementing regulations in order to understand the rights, privileges, and remedies afforded by the Act may contact the designated coordinator.
- b) In general, the ADA requires that each program, service, and activity offered by the State Board of Education, when viewed in its entirety, be readily accessible to and usable by qualified individuals with disabilities.
- c) It is the intention of the State Board of Education to foster open communication with all individuals who request readily accessible programs, services, and activities. The State Board encourages the supervisors of the Board's programs, services, and activities to respond to requests for modifications before grievances arise.

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Section 1300.20 Definitions

A “complainant” is an individual with a disability who files a grievance form provided by the State Board of Education under this Part.

The “designated coordinator” is the person or persons appointed by the State Superintendent of Education to be responsible for coordinating the State Board’s efforts to comply with and carry out its responsibilities under Title II of the ADA, including the investigation of grievances filed by complainants. The designated coordinator for the State Board of Education can be contacted at 100 North First Street, Springfield, Illinois 62777.

A “grievance” is any complaint under the ADA that is reduced to writing by an individual with a disability who meets the essential eligibility requirements for participation in or receipt of the benefits of a program, activity, or service offered by the State Board of Education and who believes that he or she has been excluded from participation in, or denied the benefits of, any program, service, or activity of the State Board or that he or she has been subject to discrimination by the State Board.

A “grievance form” is the form prescribed for use in filing a grievance pursuant to this Part. It includes information such as the complainant’s name, address, and telephone number; the nature of the grievance, including the date, time, and place of the incident; and any witnesses.

Section 1300.30 Applicability of Procedure

- a) To be eligible for consideration, each grievance shall be submitted in accordance with the procedure established in Sections 1300.40 and 1300.50 of this Part.
- b) A complainant’s failure to submit a grievance or to appeal it to the next level for consideration within the applicable time limit shall be deemed a withdrawal of the grievance or the complainant’s acceptance of the response most recently given by the State Board of Education under the grievance procedure.
- c) Upon being informed of an individual’s desire to file a formal grievance, staff of the State Board of Education shall instruct the individual how to receive information about the procedure established under this Part and a copy of the grievance form.

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Section 1300.40 Designated Coordinator's Level

- a) Each individual who wishes to submit a grievance shall complete a grievance form and submit it to the designated coordinator for the State Board of Education no later than 180 days after the occurrence of the alleged instance of discrimination.
- b) The designated coordinator shall provide assistance in completing the grievance form if requested to do so. Incomplete grievance forms shall not be considered.
- c) The designated coordinator or a representative shall investigate the grievance and shall make reasonable efforts to resolve it if it is found to be valid. The designated coordinator shall provide a written response to the complainant and to the State Superintendent of Education within 15 days after receipt of a completed grievance form.

Section 1300.50 Final Level

- a) If a grievance is not resolved to the complainant's satisfaction by the actions taken at the designated coordinator's level under Section 1300.40 of this Part, the complainant may submit a copy of the grievance form and the designated coordinator's response to the State Superintendent of Education for review. These documents shall be submitted within five business days after the complainant's receipt of the designated coordinator's response and shall be accompanied by a brief written explanation of the complainant's dissatisfaction.
- b) Within 15 days after receipt of a request for review, the State Superintendent shall appoint a three-member panel to review the grievance at the final level. One of the appointed members shall serve as chairperson of the panel. The panel shall schedule a review of the grievance to begin no later than 15 days after the last member of the panel is appointed.
- c) The complainant shall be afforded an opportunity to appear before the panel and shall have the right to appoint a representative to appear on his or her behalf. The panel shall review the designated coordinator's written response and may conduct interviews and seek advice as it deems appropriate.
- d) Upon agreement of at least two of the panel members, but no later than 15 days after completion of the panel's review, the panel shall make recommendations in writing to the State Superintendent as to the proper resolution of the grievance.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

All recommendations shall include the panel's rationale and shall bear the signatures of the concurring panel members. A dissenting member of the panel may make a separate recommendation to the State Superintendent in writing and shall sign any such recommendation.

- e) Within 10 days after receipt of a panel's recommendations, the State Superintendent or his or her designee shall approve, disapprove, or modify the panel's recommendations; shall render a decision in writing; shall state the basis for the decision; and shall cause a copy of the decision to be served on the parties. The State Superintendent's decision shall be final.
- f) The grievance form, the designated coordinator's response, the complainant's statement of his or her reasons for dissatisfaction, the recommendations of the panel, and the decision of the State Superintendent shall be maintained in accordance with the State Records Act [5 ILCS 160] or as otherwise required by law.

Section 1300.60 Accessibility

The State Board of Education shall ensure that all stages of the procedure set forth in this Part are readily accessible to and usable by individuals with disabilities.

Section 1300.70 Case-By-Case Resolution

Each grievance involves a unique set of factors. Accordingly, termination of a grievance at any level, whether through the granting of relief or otherwise, shall not constitute a precedent on which any other complainant should rely.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Action Items: Approval of the Intergovernmental Agreement between ISBE and East St. Louis School District #189 Board of Education

Approval of Dissolution of East St. Louis School District #189 Financial Oversight Panel (FOP)

Materials: Intergovernmental Agreement between ISBE and ESL District #189 Board of Education

Resolution authorizing the execution of the Intergovernmental Agreement between ISBE and ESL District #189

Staff Contact: Respicio Vazquez

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed recommendation of the State Superintendent concerning the creation of an Intergovernmental Agreement between the Illinois State Board of Education and the East St. Louis School District 189 Board of Education and to seek Board approval to dissolve the East St. Louis School District #189 Financial Oversight Panel, effective June 17, 2004.

Expected Outcome(s) of Agenda Item

The Board will approve the Intergovernmental Agreement between ISBE and the East St. Louis School District #189 Board of Education as well as approve the dissolution of the East St. Louis School District 189 Financial Oversight Panel, effective June 17, 2004.

Background Information

The East St. Louis School District #189 Financial Oversight Panel was established by the State Board of Education on October 20, 1994. According to the Financial Oversight Panel in its Annual Report to the State Superintendent in September 2003, when the Panel assumed control of the District's finances, the District had operating deficits for the prior three years. Very little was being spent on building maintenance or educational materials and supplies. Revenues were almost entirely directed for employment purposes. However, through efforts of the Panel to enhance revenues and achieve cost

efficiency, the District has been able to maintain levels of operating cost per pupil while maintaining an operating surplus.

East St. Louis School District has made tremendous financial and educational improvements since the institution of the FOP. According to the Panel, given proper leadership and governance, District 189 can continue to flourish both financially and educationally. Due to the assistance and guidance of the FOP, the District was saved from financial “insolvency” and is one of the few Districts that have achieved “financial recognition” status under the new financial assurance and accountability system (FAAS). This was achieved through the Panel’s insistence on the establishment of good operating policies and procedures that cover procurement, risk management, accounting and financial record maintenance, financial planning and budgeting, vendor accountability, and technology management.

The proposed Intergovernmental Agreement (see attachment) would ensure the continued financial stability and effective management of the District as well as improve educational services and outcomes of the district upon dissolution of the District’s FOP.

Superintendent’s Recommendation

The Superintendent recommends that the State Board approve the Intergovernmental Agreement with the East St. Louis School District #189 Board of Education. It is further recommended that the State Board also approve the dissolution of the East St. Louis School District 189 Financial Oversight Panel, effective June 17, 2004.

Next Steps

Upon approval of the Intergovernmental agreement and the dissolution of the East St. Louis FOP, the Superintendent and staff will work to implement the Intergovernmental Agreement with East St. Louis School District #189 as outlined.

INTERGOVERNMENTAL AGREEMENT

This Intergovernmental Agreement is made and entered into as of the date of execution by and between the Illinois State Board of Education (ISBE), through its State Superintendent and his Designee(s), and the East St. Louis School District No. 189 Board of Education (ESL-BOE), to ensure the continued financial stability and effective management and to improve educational services and outcomes of the District upon dissolution of the East St. Louis School District No. 189 Financial Oversight Panel (ESL-FOP).

RECITALS

WHEREAS, ISBE and ESL-BOE are political subdivisions of the government of the State of Illinois, empowered under Article 7, Section 10(a) of the 1970 Constitution of the State of Illinois and the Illinois Intergovernmental Cooperation Act (5 ILCS 220/1 *et seq.*) to contract with each other in any manner not prohibited by law;

WHEREAS, pursuant to Article 1B of the Illinois School Code (105 ILCS 5/1B-1 *et seq.*), East St. Louis School District No. 189 (District) has been subject to a Financial Oversight Panel since October 20, 1994; and

WHEREAS, the creation of ESL-FOP for the District has been successful for the improvement of the financial management and position of the District; and

WHEREAS, ESL-FOP has underscored financial and educational issues facing the District and has recommend alternatives to the ten (10) year statutory sunset of ESL-FOP on or about October 20, 2004; and

WHEREAS, pursuant to Section 1B-19 of the Illinois School Code (105 ILCS 5/1B-19), ISBE is empowered to determine the date of abolition of ESL-FOP, with all of its rights and property shall pass to and be vested in the State;

WHEREAS, the transition of District financial/business functions from ESL-FOP to ESL-BOE is paramount to the financial stability and continuity of the District; and

WHEREAS, ISBE and ESL-BOE agree that the advice and assistance of ISBE would be valuable to the transition of District financial/business functions from ESL-FOP to ESL-BOE;

NOW, THEREFORE, in consideration of the foregoing recitals and mutual covenants and promises contained herein, the sufficiency of which is hereby acknowledged, the parties do hereby agree as follows:

ARTICLE I: Specific Provisions

- A. Abolition of ESL-FOP. ISBE shall abolish ESL-FOP effective June 17, 2004 pursuant to Section 1B-19 of the Illinois School Code (105 ILCS 5/1B-19), with all of its rights and property passing to and being vested in the State, except that any remaining monies in the ESL-FOP Budget shall revert to the District, and the District financial/business functions currently performed by the ESL-FOP Financial Administrator shall be transitioned to the employees of ESL-BOE effective June 17, 2004.

- B. Formation of Transition Committee. ISBE shall form the three-member East St. Louis School District No. 189 Transition Committee, consisting of (1) ISBE State Superintendent and Chief State Educational Officer Dr. Robert Schiller (or, as designee, ISBE Consultant Tom Oates), (2) Peoria Public Schools District 150 Superintendent Dr. Kay E. Royster and (3) Prairie Hills School District 144 Superintendent Dr. J. Kay Giles, effective June 15, 2004. If during the term of this Agreement one of the aforementioned members of the Transition Committee is no longer able or willing to serve in such capacity, such vacancy shall be filled with an ISBE staff employee selected by ISBE after consultation with ESL-BOE.
- C. Management Team Employment. ESL-BOE shall employ persons in the following positions to serve as a management team that shall report to both ISBE and ESL-BOE during the term of this Agreement, as appropriate:
1. *Interim Chief Executive Officer (CEO)* shall be appointed by the District Transition Committee after consultation with the ESL-BOE, shall report primarily to the Transition Committee and secondarily to the ESL-BOE, shall serve on an interim basis for District Fiscal Year 2005 only, with the normal duties and responsibilities of the Interim CEO as outlined in the Transition Committee's job description for that position (see Exhibit A attached) and a sufficient financial background, and shall further assist ESL-BOE in advertising for and selecting a permanent District Superintendent with requisite ISBE certification for employment in Fiscal Year 2006, but such CEO can neither apply for nor serve as such permanent District Superintendent in Fiscal Year 2006.
 2. *Interim Deputy Superintendent* shall be appointed by the ESL-BOE with prior approval of the District Transition Committee, shall report primarily to the Interim CEO and shall serve for District Fiscal Year 2005 only as the Transition Committee's chief academic officer with the normal duties and responsibilities of that position as outlined in the Transition Committee's job description for that position (see Exhibit B attached) and requisite ISBE certification; provided, however, that the person serving in that position may become permanent in Fiscal Year 2006 upon later approval of ESL-BOE.
 3. *Interim Chief Financial Officer* shall be appointed by the ESL-BOE with prior approval of the District Transition Committee, shall report primarily to the Interim CEO and shall serve for District Fiscal Year 2005 only as the chief financial officer with the normal duties and responsibilities of that position as outlined in the Transition Committee's job description for that position; provided, however, that the person serving in that position may become permanent in Fiscal Year 2006 upon later approval of ESL-BOE so long as the person holds the requisite ISBE certification.
 4. *Interim Internal Auditor* shall be appointed by the ESL-BOE with prior approval of the District Transition Committee, shall report primarily to

the Interim CEO and shall serve for the term of this Agreement District Fiscal Year 2005 as the District's financial auditor with the normal duties and responsibilities of that position as outlined in the District's job description for that position and requisite ISBE certification; provided, however, that the person serving in that position may become permanent upon later approval of ESL-BOE.

The employment of members of the management team during the term of this Agreement cannot be terminated without the majority vote of both ESL-BOE and approval of the District Transition Committee, with the exception of the Interim CEO whose contract shall indicate appropriate "termination for just cause" provision. Furthermore, to the extent that the employment of an Interim CEO and an Interim Chief Financial Officer without any requisite ISBE certification for Fiscal Year 2005 is deemed a violation of any provision of the Illinois School Code and/or ISBE Policies, Rules and Regulations resulting in any sanction, including but not limited to probationary/nonrecognition status, ISBE shall not cite the District for such violation(s)/deficiencies and/or adversely affect the District's recognition status inasmuch as this Agreement's provision that an ISBE-certified superintendent and an ISBE-certified chief school business official shall be employed for Fiscal Year 2006 constitutes an adequate corrective plan of compliance.

- D. Duties and Responsibilities ISBE. ISBE, by and through the Transition Committee and its other employees, shall have the following duties and responsibilities during the term of this Agreement:
1. ISBE shall provide technical assistance to the District, including but not limited to monitors, studies and evaluations to aid the District in maintaining financial stability, sound management and personnel practices, and improvement of educational services and outcomes, and continuity upon the transition of District financial/business functions from ESL-FOP to ESL-BOE such that it can continue to provide necessary educational services.
 2. The Transition Committee shall assist the ESL-BOE in advertising for and selecting a permanent Superintendent and shall have final review and approval authority solely on management, personnel and financial decisions of the ESL-BOE conflicting with the applicable recommendation of the CEO, as defined above.
- E. Funding. The duties and responsibilities of ISBE are subject to the Illinois General Assembly's appropriation of Three Hundred Thousand Dollars (\$300,000.00) to the ISBE Budget for Fiscal Year 2005 and the continued availability of such funds, expendable for purposes consistent with this Agreement. If the Illinois General Assembly fails to so appropriate funding, ESL-BOE shall provide Two Hundred Thousand Dollars (\$200,000.00) to ISBE for such purposes.
- F. Term. This Agreement shall be effective upon its approval and execution by ISBE and ESL-BOE and shall terminate on June 30, 2005.
- G. Effect of Agreement. ISBE and ESL-BOE understand and agree that this Agreement shall not be construed as an agreement for the extension of the ESL-FOP under Article 1B of the

Illinois School Code (105 ILCS 5/1B-1 et seq.) and/or an agreement for the imposition of a Downstate School Finance Authority under Article 1E of the Illinois School Code (105 ILCS 5/1E-1 et seq.), as the District is not eligible for either under Illinois law.

ARTICLE II: General Provisions

- A. Dispute Resolution. ISBE and ESL-BOE shall attempt to resolve any disagreements and misunderstandings between them concerning this Agreement, with the participation of the ISBE State Superintendent and Chief Educational Officer and the ESL-BOE President.
- B. Notice - All notices, requests, approvals, demands and other communications required or permitted to be given under this Agreement shall be in writing and sent by certified mail, return receipt requested, to the other party's regular place of business, provided that all notices sent to the ESL-BOE shall be directed to the attention of Lonzo Greenwood, ESL-BOE President, 1005 State Street, East St. Louis, Illinois, 62201, and all notices sent to ISBE shall be directed to Dr. Robert E. Schiller, ISBE State Superintendent and Chief Educational Officer, 100 North First Street, Springfield, Illinois, 62777.
- C. Counterparts - This Agreement may be executed in several counterparts, each of which shall be an original, but all of which shall constitute but one and the same instrument.
- D. Amendments - Neither this Agreement nor any term or provision hereof may be changed, waived, discharged or terminated, except by an instrument in writing signed by both of the parties hereto.
- E. Captions - The captions to this Agreement are for convenience of reference only and in no way define or limit the scope or intent of this Agreement.
- F. Assignment - This Agreement may not be assigned by either party.
- G. Controlling Law - This Agreement shall be interpreted and construed in accordance with the laws of the State of Illinois.
- H. Severability - If, for any reason, any clause or provision of this Agreement, or the application of any clause to a particular context or to a particular situation, circumstance or person, should be held unenforceable, invalid or in violation of law by any court or other tribunal, the application of such clause or provision in other contexts or to other situations, circumstances or persons shall not be affected thereby, and the remaining clauses and provisions hereof shall remain in full force and effect.
- I. Entire Agreement - This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and any and all prior correspondence, conversations or memoranda are merged herein.

IN WITNESS WHEREOF, ISBE and ESL-BOE have caused this Agreement to be executed on this 9th day of June, 2004.

ILLINOIS STATE BOARD OF EDUCATION

**EAST ST. LOUIS SCHOOL DISTRICT
NO. 189 BOARD OF EDUCATION**

By: _____

Dr. Robert E. Schiller
Superintendent
Chief Educational Officer

By: _____

Lonzo Greenwood
President

EXHIBIT A

TITLE of POSITION: *Interim Chief Executive Officer*

DESCRIPTION of POSITION:

Shall be the chief administrative officer of the public schools and shall take direction and supervision directly from and primarily report to the Transition Team of the ISBE and secondarily from/to the District Board of Education. He/She shall perform such duties which are prescribed by the School Code of Illinois and shall carry out the regulations of the State Board of Education/State Superintendent and the policies of the District Board of Education. He/She shall have a seat on the Board of School Directors and the right to speak on all matters before the District Board of Education. As chief administrative officer he/she shall be an ex-officio member of all board committees. He/She shall lead the staff in the formulation of FY05 administrative and educational objectives. He/She shall have administrative authority over all school district employees and shall be responsible for the direct supervision of the Management Team and others as assigned. He/She may delegate to members of the administrative staff appropriate portions of his/her responsibilities along with appropriate authority for their fulfillment, but he/she shall not delegate his/her overall responsibility for results nor any portion of his/her accountability. However, he/she shall skillfully delegate to subordinates as much of the administrative detail of the school system as reasonable possible. A specific set of performance objectives for Fiscal Year 2005 shall be affixed to this job description and shall serve as the blueprint for the year's work.

He/she shall be a person dedicated to the principle of democracy; a person of humanitarian principles, able to work effectively with people in commanding both their loyalty and their respect; a person of character, vigor, and dedication; a person of broad vision and perception of American life and culture and a compelling determination toward its improvement through education. His/Her professional experience/education shall have breadth to include such fields as demonstrated management practices, fiscal services, budget preparation and supervision, technology, project management, human resources management and supervision. He/She shall have depth of knowledge in his/her field of administration, including administrative principles and theory, school law, staff personnel administration, collective bargaining, school finance, school business administration, school plant planning, maintenance and operation, and data systems.

DUTIES and RESPONSIBILITIES:

1. Administer all aspects of the school system in accordance with the School Code of Illinois, observing all constitutional or statutory laws and all regulations of the Superintendent of Public Instruction governing the effective application of the same in operating the school system.
2. Operate the school system according to policy adopted by the District Board of Education and execute all directions made by the Transition Committee and District Board of Education concerning internal operation of the school system.
3. Direct the education organization, supervise administrators, supervise school plants and other operations of the system with the assistance of administrative staff.
4. Give directions to the total educational program within the framework of the Transition team and policies of the District Board of Education.
5. Assume responsibility for the direction, supervision, and coordination of the duties and responsibilities of all staff members.

6. Possess authority to assign, alter the assignment of, or the transfer of any or all employees of the District Board of Education; recommend to the District Board of Education promotions, suspensions or dismissals of employees for District Board of Education action; determine the qualifications for positions subject to the approval of the District Board of Education.
7. Receive and consider recommendations for custodial and maintenance employees from the Supervisor of Buildings and Grounds.
8. Attend all meetings of the District Board of Education as well as meetings of District Board of Education Committees; have the right to speak on all matters before the District Board of Education, give advice and information to the District Board of Education and its committees.
9. Prepare the agenda or cause it to be prepared for the District Board of Education for each meeting.
10. Recommend rules and regulations, statements of policy, programs, and other matters requiring District Board of Education action.
11. Report to the District Board of Education of any evidence that may come to his/her notice of any infringement of the legal rights of the district or in which the legal responsibility of the district may be involved.
12. Have the power and duty to establish or alter the attendance boundaries for all schools in the interest of good administration of the instructional program; report his/her action to the District Board of Education for approval.
13. Direct the preparation of the annual budget and submit the same to the District Board of Education for adoption; administer the budget as evaluated by the District Board of Education acting at all times in accordance with legal requirements.
14. Delegate, as deemed advisable, to staff members and duties and responsibilities other than required by the law or by any action of the District Board of Education to be executed by him personally.
15. Be responsible for the performance of work delegated to a staff member.
16. Be the official liaison for communication between the District Board of Education and the staff, faithfully submitting communications.
17. Review in cooperation with the administrative advisor and instructional staff the various courses of study at regular intervals and recommend changes, additions, or deletions to the District Board of Education.
18. Stay well-informed of educational and social developments in the district, the county, the state, and the nation and related these developments to the staff and citizens of District.
19. Arrange for dissemination of such publications in cooperation with those directly concerned, as deemed necessary for effective administration, such as handbooks, bulletins, and reports instituted to interpret the rules and regulations.
20. Submit to the District Board of Education annually a written report of the educational program of the past year.
21. Attend such state and out-of-state meetings deemed educationally important with the understanding that there shall be reimbursement for necessary expenses incurred.
22. Perform such other duties as maybe assigned by the Transition Team and the District Board of Education.

EXHIBIT B

TITLE of POSITION: *Deputy Superintendent*

DESCRIPTION of POSITION:

The Deputy Superintendent shall report directly to the Interim Chief Executive Officer and his/her rank in authority and responsibility shall be as immediately subordinate to the Interim CEO. The Deputy Superintendent shall be responsible for the curriculum and shall hold line authority over all personnel responsible for direction and supervision of instruction. His/Her responsibility shall be for the most essential reason for the school system's existence—the education of students and the improvement of all indicators of student progress. He/She shall be responsible for the coordination of the curriculum and instruction from pre-kindergarten through adult education. He/She and his/her staff of specialists shall work in relation to faculties of the schools to assist them in developing and implementing more effective educational programs and methods of instruction leading to demonstrable student, staff and school improvement. With his/her staff, he/she shall direct curriculum studies, develop curriculum guides and course of study, and implement all of the laws and policies of the State, ISBE, and the District Board of Education. A specific set of performance objectives for Fiscal Year 2005 shall be affixed to this job description and shall serve as the blueprint for the year's work and evaluation of the performance of the Deputy Superintendent.

DUTIES and RESPONSIBILITIES:

1. Represent the Interim CEO at all district/school/community events and as directed by the ICEO.
2. Provide the Interim CEO with recommendations after careful due diligence in the development of policies, programs and implementation of the instruction, and planning of organization of the school system.
3. Be responsible for the implementation and results of the programs of instruction; maintain effective coordination among schools and coordinate the course of study, guidance, curriculum, social services, instructional programs, and programs of standard institutions of higher learning.
4. Assist administrative assistants, directors, principals, and teachers in developing and implementing the programs of the schools, and approve the organization and programs of all schools following consultation with the Interim CEO.
5. Enforce all rules and regulations pertaining to instruction, as set forth by the District Board of Education and Interim CEO.
6. Assume the responsibilities for the development and administration of a program of research and the development of general policies governing the research service.
7. Direct the district's curricula, courses of studies, textbooks, and other materials.
8. Perform formative and summative evaluation of all principals and any other direct reports as assigned by the Interim CEO
9. Assist the Interim CEO and the Executive Director of Human Resources in preparing supportive information as needed for selections, appointments, assignments, re-assignments, suspensions, promotions and/or demotions of certified personnel.
10. Assist in the administrative and supervisory functions of the schools in the following areas: curriculum development and evaluation, instructional aids, in-service education, and supervisory aid.

11. Submit a complete report to the Interim CEO no later than June 1, 2005.
12. Assist the District Board of Education and others in the improvement of school-community relations.
13. Establish media for the communication of the best ideas and conceptions in instruction and learning to teachers.
14. Perform such other duties as may be assigned to him/her by the Interim CEO.
15. Attend all District Board of Education meetings.

EXHIBIT C

TITLE of POSITION: *Interim Chief Financial Officer*

DESCRIPTION of POSITION:

The Interim Chief Financial Officer shall report directly to the Interim CEO, as a member of the District Management Team for Fiscal Year 2005. The Interim Chief Financial Officer shall hold line authority over all matters of accounting and finance and plant operation. He/she shall direct the work of those positions/personnel as assigned by the Interim CEO, which may include the Senior Accountant, Supervisor of Purchasing, Director of Buildings and Grounds, Supervisor of Food Service, Supervisory of Inventory Control, Supervisor of Warehouse, and the Manager of Data Processing. A specific set of performance objectives for Fiscal Year 2005 shall be affixed to this job description and shall serve as the blueprint for the year's work evaluation of the performance of the individual holding this position.

DUTIES and RESPONSIBILITIES:

1. Report directly to the Interim CEO.
2. Responsible for the day to day operation of the District's Business Operations.
3. Organize, administer, coordinate, supervise, and evaluate business services necessary to support the educational objectives of the District. These services shall include the following: financing and budgeting, accounting and reporting, data processing, plant operations and maintenance, food service, building planning and construction, school business and research, an inventory control.
4. Develop for approval of Interim CEO, District Board of Education, and the Transition Committee financial plans and projections necessary to secure the funds needed to operate the education programs of the District.
5. Develop, with the cooperation of staff, the current operational and long range budgets necessary to meet the educational needs of the District.
6. Ensure, in cooperation with the Interim CEO, District Board of Education and the Transition Committee, that proper and adequate records are maintained so that District funds and assets are properly safeguarded, so that all property is accounted for, and so that accurate financial reports will be available to the Superintendent and the District Board of Education.
7. Under direction of the Interim CEO, ensure preparation of the necessary reports for State and Federal requirements.
8. Under direction of the Interim CEO, administer the budget, and monitor expenditures of each school and grant against budgeted amounts.
9. Under direction of the Interim CEO, responsible for the securing of and administration of adequate insurance coverage for buildings, property, and personnel, including workers' compensation, and health, dental and life.
10. Under direction of the Interim CEO, supervise the opening of bids and the awarding of contracts for materials and services.
11. Interview vendors and salesmen.
12. Work with principals and Supervisor of Maintenance to provide adequate materials and supplies.
13. Provide the Interim CEO and the District Board of Education with facts that will help them in their relations with the presentations to the public and the staff in the business area of the educational program.

14. Under direction of the Interim CEO, delegate authority and responsibility within the Business Office.
15. Implement District Board of Education policy and state laws pertaining to the functions included in this job description.
16. Under direction of the Interim CEO, approve all purchase orders.
17. Under direction of the Interim CEO, supervise in the creation and maintenance of separate accounting system and the Special Education Joint Agreement.
18. Under direction of the Interim CEO, approve all purchase orders.
19. Supervises the research and resolution of questions or disputes regarding past or current invoices and grant reports.
20. Under direction of the Interim CEO, serve as member of the union negotiating team for the District Board of Education.
21. Under direction of the Interim CEO, approve all severance and termination payments.
22. Assist independent auditors by researching and compiling information for the audit.
23. Assume the responsibility for other matters as may be assigned from time to time by the Interim CEO.

EXHIBIT D

TITLE of POSITION: *Internal Auditor*

DESCRIPTION of POSITION:

The Internal Auditor is directly responsible to the Interim CEO, Transition Team, and the District Board of Education. The Internal Auditor is responsible for the review of accounting, financial and other operations as the basis for service to management. This is a managerial control, which functions by reassuring and evaluating the effectiveness of other controls. A specific set of performance objectives for Fiscal Year 2005 shall be affixed to this job description and shall serve as the blueprint for the year's work and evaluation of the performance of the Internal Auditor.

DUTIES and RESPONSIBILITIES:

1. Report directly to the Interim CEO, Transition Team, and the District Board of Education.
2. Review and appraise the soundness, adequacy and application of accounting, financial and operating controls.
3. Ascertain the extent of compliance with established policies, plans, and procedures.
4. Ascertain the extent to which company assets are accounted for, and safeguarded from losses of all kinds.
5. Ascertain the reliability of accounting and other data developed within the organization.
6. Appraise the quality of performance in carrying out assigned responsibilities.
7. Perform such other duties as may be assigned by the Interim CEO, Transition Team and the District Board of Education.

**BOARD OF EDUCATION
EAST ST. LOUIS SCHOOL DISTRICT NO. 189**

RESOLUTION NO. _____

**RESOLUTION AUTHORIZING THE EXECUTION OF INTERGOVERNMENTAL
AGREEMENT WITH THE ILLINOIS STATE BOARD OF EDUCATION**

WHEREAS, the Illinois State Board of Education (ISBE) and this East St. Louis School District No. 189 (District) Board of Education are political subdivisions of the government of the State of Illinois, empowered under Article 7, Section 10(a) of the 1970 Constitution of the State of Illinois and the Illinois Intergovernmental Cooperation Act (5 ILCS 220/1 *et seq.*) to contract with each other in any manner not prohibited by law;

WHEREAS, the transition of District financial/business functions from District Financial Oversight Panel to this District Board of Education is paramount to the financial stability and continuity of the District; and

WHEREAS, ISBE and this District Board of Education agree that the advice and assistance of ISBE would be valuable to the transition of District financial/business functions from the District Financial Oversight Panel to the District Board of Education;

WHEREAS, the Intergovernmental Agreement, attached hereto as Exhibit A, will ensure the continued financial stability and effective management and improve educational services and outcomes of the District Financial Oversight Panel.

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF EAST ST. LOUIS SCHOOL DISTRICT NO. 189, ST. CLAIR COUNTY, ILLINOIS, as follows:

Section 1. This District Board of Education hereby authorizes its President to execute the Intergovernmental Agreement attached hereto as Exhibit A.

Section 2. This Resolution shall be in full force and effect upon its adoption by this Board of Education.

ADOPTED THIS 9th day of June, 2004 by the following roll call vote of the East St. Louis School District No. 189 Board of Education:

AYES _____

NAYS _____

ABSENT _____

Board of Education President

Board of Education Secretary

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 16, 2004

TO: Illinois State Board of Education

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

Agenda Topic: **Action Item: Acceptance of ISBE Monthly Reports**

Materials: Appropriations and Spending by Program
Federal Fund Status
Financial Status Report (Contract & Grant Detail)
\$1 M Contracts (There are no proposed contracts this month for the Board to review)
Monthly Headcount Graph
Staff Detail
Personnel Transactions

Staff Contact(s): David Wood 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

In November 2003 the Superintendent began to also provide the Board with an "Accomplishments and Planning Report". The report, which is reviewed each November, March, and July, details 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 March 2004 report identifies accomplishments for the period November 2003 through February 2004 and identifies activities to occur for the period March 2004 to June 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 05/31/2004
(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>\$4,048,344.4</u> | <u>\$4,048,290.9</u> | <u>\$53.5</u> |
| General State Aid | \$3,445,600.0 | \$3,445,600.0 | \$0.0 | \$2,883,495.3 | \$2,883,495.3 | \$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 | \$5,154.4 | \$5,154.4 | \$0.0 |
| School Safety & Education Block Grant (ADA) | \$42,841.0 | \$42,841.0 | \$0.0 | \$40,867.6 | \$40,867.6 | \$0.0 |
| Illinois Charter Schools | \$3,820.2 | \$3,693.6 | \$126.6 | \$2,823.7 | \$2,770.2 | \$53.5 |
| District Consolidation Cost | \$1,669.4 | \$1,669.4 | \$0.0 | \$950.6 | \$950.6 | \$0.0 |
| Early Intervention | \$64,447.3 | \$64,447.3 | \$0.0 | \$59,076.7 | \$59,076.7 | \$0.0 |
| School Breakfast Incentive Program | \$723.5 | \$723.5 | \$0.0 | \$258.3 | \$258.3 | \$0.0 |
| Textbook Loan Program | \$29,126.5 | \$29,126.5 | \$0.0 | \$182.6 | \$182.6 | \$0.0 |
| Mandated Category | <u>\$1,304,405.0</u> | <u>\$1,304,405.0</u> | <u>\$0.0</u> | <u>\$1,018,542.1</u> | <u>\$1,018,542.1</u> | <u>\$0.0</u> |
| Illinois Free Lunch/Breakfast | \$19,565.0 | \$19,565.0 | \$0.0 | \$17,700.8 | \$17,700.8 | \$0.0 |
| Orphanage Tuition 18-3 (Reg Ed) | \$14,651.0 | \$14,651.0 | \$0.0 | \$10,391.6 | \$10,391.6 | \$0.0 |
| Sp-Ed - Extraordinary Services | \$229,502.0 | \$229,502.0 | \$0.0 | \$173,640.1 | \$173,640.1 | \$0.0 |
| Sp-Ed - Orphanage Tuition 14-7.03 | \$97,370.0 | \$97,370.0 | \$0.0 | \$63,446.3 | \$63,446.3 | \$0.0 |
| Sp-Ed - Personnel Reimbursement | \$346,000.0 | \$346,000.0 | \$0.0 | \$274,494.9 | \$274,494.9 | \$0.0 |
| Sp-Ed - Private Tuition | \$59,423.0 | \$59,423.0 | \$0.0 | \$51,687.8 | \$51,687.8 | \$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 | \$236,630.1 | \$236,630.1 | \$0.0 |
| Transportation - Regular/Vocational | \$242,424.0 | \$242,424.0 | \$0.0 | \$184,180.4 | \$184,180.4 | \$0.0 |
| Standards - Assessment & Accountability | <u>\$26,170.2</u> | <u>\$5,301.2</u> | <u>\$20,869.0</u> | <u>\$17,412.3</u> | <u>\$3,285.3</u> | <u>\$14,127.0</u> |
| Ensuring Quality Ed Personnel | <u>\$5,190.0</u> | <u>\$4,660.0</u> | <u>\$530.0</u> | <u>\$1,430.6</u> | <u>\$1,282.8</u> | <u>\$147.9</u> |
| Teacher Education/NBPTS | \$4,740.0 | \$4,210.0 | \$530.0 | \$1,023.8 | \$875.9 | \$147.9 |
| Teach America | \$450.0 | \$450.0 | \$0.0 | \$406.9 | \$406.9 | \$0.0 |
| Reading Improvement Block Grant | <u>\$79,314.4</u> | <u>\$79,221.1</u> | <u>\$93.3</u> | <u>\$78,661.2</u> | <u>\$78,572.2</u> | <u>\$89.0</u> |
| Early Childhood | <u>\$213,572.2</u> | <u>\$213,405.7</u> | <u>\$166.5</u> | <u>\$200,752.7</u> | <u>\$200,600.3</u> | <u>\$152.4</u> |
| Academic Difficulty | <u>\$120,281.1</u> | <u>\$119,988.1</u> | <u>\$293.0</u> | <u>\$105,925.1</u> | <u>\$105,700.7</u> | <u>\$224.4</u> |
| Alternative Learning/Regional Safe Schools | \$17,138.6 | \$17,007.9 | \$130.7 | \$15,934.1 | \$15,817.9 | \$116.3 |

| Initiatives | Appropriation | | YTD Expenditures | |
|---|-----------------------------|-----------------------------|--------------------------|-----------------------------|
| | Total | Grants | Admin | Total |
| Bilingual Education | \$62,552.0 | \$62,552.0 | \$0.0 | \$53,021.4 |
| Bridge/Classroom/Extended Days Program | \$24,836.8 | \$24,756.6 | \$80.2 | \$21,874.2 |
| Truant Alternative Optional Education | \$15,753.7 | \$15,671.6 | \$82.1 | \$14,987.2 |
| Learning Technologies (Tech for Success) | <u>\$11,500.0</u> | <u>\$9,603.6</u> | <u>\$1,896.4</u> | <u>\$8,086.9</u> |
| Technology for Success | \$11,500.0 | \$9,603.6 | \$1,896.4 | \$8,086.9 |
| Career Preparation | <u>\$40,339.8</u> | <u>\$39,971.5</u> | <u>\$368.3</u> | <u>\$39,383.5</u> |
| Agricultural Education | \$1,881.2 | \$1,881.2 | \$0.0 | \$1,881.2 |
| Illinois Governmental Internship Program | \$129.9 | \$129.9 | \$0.0 | \$111.3 |
| Career and Technical Education | \$38,328.7 | \$37,960.4 | \$368.3 | \$37,391.0 |
| Regional Services | <u>\$11,700.0</u> | <u>\$11,700.0</u> | <u>\$0.0</u> | <u>\$10,438.1</u> |
| ROE - Salaries | \$8,150.0 | \$8,150.0 | \$0.0 | \$7,242.7 |
| ROE - School Service | \$3,550.0 | \$3,550.0 | \$0.0 | \$3,195.4 |
| Administration | <u>\$16,520.0</u> | <u>\$0.0</u> | <u>\$16,520.0</u> | <u>\$14,429.9</u> |
| Targeted Initiatives | <u>\$20,135.9</u> | <u>\$19,634.2</u> | <u>\$501.7</u> | <u>\$19,055.1</u> |
| Blind & Dyslexic | \$168.8 | \$168.8 | \$0.0 | \$168.8 |
| Community Residential Services Authority | \$472.7 | \$0.0 | \$472.7 | \$0.0 |
| Materials Center for the Visually Impaired | \$1,121.0 | \$1,121.0 | \$0.0 | \$1,121.0 |
| Metro East Consortium for Child Advocacy | \$217.1 | \$217.1 | \$0.0 | \$180.9 |
| Minority Transition Program | \$578.8 | \$578.8 | \$0.0 | \$469.3 |
| Philip J. Rock Center & School | \$2,855.5 | \$2,855.5 | \$0.0 | \$2,454.3 |
| Tax Equivalent Grants | \$222.6 | \$222.6 | \$0.0 | \$222.6 |
| Transportation Reimbursement to Parents | \$14,499.4 | \$14,470.4 | \$29.0 | \$14,438.2 |
| Textbook Loan Reappropriation | <u>\$27,785.3</u> | <u>\$27,785.3</u> | <u>\$0.0</u> | <u>\$27,620.3</u> |
| SubTotal - GENERAL FUNDS | \$5,508,941.8 | \$5,467,577.0 | \$41,364.7 | \$4,542,316.2 |
| OTHER GRF FUNDS | <u>\$1,046,501.0</u> | <u>\$1,046,501.0</u> | <u>\$0.0</u> | <u>\$1,046,501.0</u> |
| Retirement Systems | \$1,046,501.0 | \$1,046,501.0 | \$0.0 | \$1,046,501.0 |
| Downstate | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| Chicago | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| TOTAL GENERAL FUNDS | <u>\$6,555,442.8</u> | <u>\$6,514,078.0</u> | <u>\$41,364.7</u> | <u>\$5,588,817.2</u> |
| NON STATE | | | | |
| School Infrastructure Fund | <u>\$50,200.0</u> | <u>\$50,000.0</u> | <u>\$200.0</u> | <u>\$10,315.2</u> |
| TOTAL | <u>\$6,605,642.8</u> | <u>\$6,564,078.0</u> | <u>\$41,564.7</u> | <u>\$5,599,132.4</u> |

| Initiatives | Appropriation | | YTD Expenditures | |
|--|----------------------|----------------------|-------------------|----------------------|
| | Total | Grants | Admin | Total |
| School Infrastructure (Debt Admin) | \$200.0 | \$0.0 | \$200.0 | \$173.3 |
| School Technology Revolving Loan | \$50,000.0 | \$50,000.0 | \$0.0 | \$10,315.2 |
| Illinois Future Fund | \$7.0 | \$7.0 | \$0.0 | \$0.0 |
| Driver Education | \$15,900.0 | \$15,750.0 | \$150.0 | \$15,861.8 |
| State Pension Fund | \$47,360.0 | \$47,360.0 | \$0.0 | \$47,360.0 |
| Other Funds | \$11,460.0 | \$8,948.0 | \$2,512.0 | \$1,038.6 |
| Charter Schools Revolving Loan Fund | \$2,000.0 | \$2,000.0 | \$0.0 | \$12.5 |
| Emergency Financial Assistance Fund | \$5,333.0 | \$5,333.0 | \$0.0 | \$312.5 |
| ISBE GED Testing Fund | \$1,225.0 | \$225.0 | \$1,000.0 | \$385.4 |
| ISBE School Bus Driver Permit Fund | \$12.0 | \$0.0 | \$12.0 | \$2.0 |
| ISBE Teacher Certificate Institute Fund | \$125.0 | \$125.0 | \$0.0 | \$0.0 |
| IL Future Teacher Corps Scholarship Fund | \$10.0 | \$10.0 | \$0.0 | \$0.0 |
| School Technology Revolving Fund | \$125.0 | \$125.0 | \$0.0 | \$0.0 |
| Teacher Certification Fee Revolving Fund | \$1,500.0 | \$0.0 | \$1,500.0 | \$326.3 |
| Temporary Relocation Revolving Fund | \$1,130.0 | \$1,130.0 | \$0.0 | \$0.0 |
| FEDERAL | | | | |
| Federal Funds | \$2,073,806.1 | \$1,999,785.1 | \$74,021.0 | \$1,375,674.9 |
| Advanced Placement Fee Payment | \$1,490.0 | \$900.0 | \$590.0 | \$238.5 |
| Career & Technical Education | \$52,625.0 | \$50,000.0 | \$2,625.0 | \$44,086.5 |
| Career & Technical Education - Technical Prep | \$5,279.0 | \$5,000.0 | \$279.0 | \$4,217.2 |
| Charter Schools | \$2,851.0 | \$2,500.0 | \$351.0 | \$972.7 |
| Child Nutrition | \$433,980.0 | \$425,000.0 | \$8,980.0 | \$346,841.5 |
| Class Size Reduction | \$3,000.0 | \$3,000.0 | \$0.0 | \$0.0 |
| Foreign Language Assistance | \$150.0 | \$0.0 | \$150.0 | \$0.0 |
| Illinois Purchase Care Review Board | \$194.0 | \$0.0 | \$194.0 | \$169.4 |
| Individuals with Disabilities Education Act, Pt. B | \$459,960.0 | \$450,000.0 | \$9,960.0 | \$332,668.6 |
| IDEA - Deaf Blind, Part C | \$630.5 | \$600.0 | \$30.5 | \$286.1 |
| IDEA - Improvement Plan | \$2,718.0 | \$2,500.0 | \$218.0 | \$1,375.4 |
| IDEA - Model Outreach | \$400.0 | \$400.0 | \$0.0 | \$141.4 |
| IDEA - Pre-School | \$26,799.0 | \$25,000.0 | \$1,799.0 | \$16,320.5 |
| Innovative Programs (old Title VI) | \$2,000.0 | \$2,000.0 | \$0.0 | \$0.0 |
| Learn and Serve America | \$2,061.5 | \$2,000.0 | \$61.5 | \$710.9 |
| National Center for Education Statistics | \$159.0 | \$0.0 | \$159.0 | \$88.4 |
| Total | \$29,167.4 | \$1,346,507.5 | \$29,167.4 | \$1,346,507.5 |

| Initiatives | Appropriation | | YTD Expenditures | |
|--|----------------------|----------------------|--------------------|----------------------|
| | Total | Grants | Admin | Total |
| Reading Excellence | \$12,000.0 | \$12,000.0 | \$0.0 | \$3,551.2 |
| Refugee | \$2,723.5 | \$2,500.0 | \$223.5 | \$775.7 |
| Renovation - Sp. Ed. & Technology | \$15,360.0 | \$15,000.0 | \$360.0 | \$1,752.3 |
| School Health Programs | \$1,016.0 | \$190.0 | \$826.0 | \$195.5 |
| School to Work | \$8,175.0 | \$8,000.0 | \$175.0 | \$637.0 |
| Title I - Basic Programs | \$524,600.6 | \$519,074.9 | \$5,525.7 | \$380,189.7 |
| Title I - Comprehensive School Reform | \$21,609.7 | \$21,017.4 | \$592.3 | \$10,980.6 |
| Title I - Education of Migratory Children | \$3,766.7 | \$3,708.7 | \$58.0 | \$783.5 |
| Title I - Even Start Family Literacy Programs | \$11,267.8 | \$11,000.0 | \$267.8 | \$8,254.1 |
| Title I - Neglected and Delinquent | \$3,408.0 | \$3,399.0 | \$9.0 | \$1,979.0 |
| Title I - Reading First | \$68,622.0 | \$66,000.0 | \$2,622.0 | \$18,424.9 |
| Title I - School Improvement | \$12,126.8 | \$12,000.0 | \$126.8 | \$5,048.8 |
| Title II - Eisenhower Professional Development | \$1,250.0 | \$1,000.0 | \$250.0 | \$23.6 |
| Title II - Enhance Ed through Technology | \$55,133.0 | \$53,000.0 | \$2,133.0 | \$25,859.9 |
| Title II - Quality Teachers | \$153,563.0 | \$150,000.0 | \$3,563.0 | \$97,632.3 |
| Title III - English Language Acquisition | \$41,029.0 | \$40,000.0 | \$1,029.0 | \$17,943.8 |
| Title IV - 21st Century Schools | \$43,402.1 | \$42,000.0 | \$1,402.1 | \$15,054.7 |
| Title IV - Community Service Program | \$3,083.9 | \$3,000.0 | \$83.9 | \$1,076.7 |
| Title IV - Safe & Drug Free Schools | \$25,829.5 | \$25,000.0 | \$829.5 | \$13,336.4 |
| Title V - Innovative Programs | \$22,516.0 | \$21,000.0 | \$1,516.0 | \$14,649.7 |
| Title VI - Rural & Low Income Programs | \$1,437.5 | \$1,300.0 | \$137.5 | \$824.7 |
| Title VI - State Assessment | \$25,000.0 | \$0.0 | \$25,000.0 | \$4,134.1 |
| Title X - McKinney Homeless Assistance | \$3,229.0 | \$3,000.0 | \$229.0 | \$2,120.2 |
| Transition to Teaching | \$1,179.5 | \$500.0 | \$679.5 | \$461.5 |
| Troops to Teachers | \$180.5 | \$0.0 | \$180.5 | \$102.8 |
| Special Congressional Initiatives | \$18,000.0 | \$17,195.1 | \$804.9 | \$1,673.5 |
| TOTAL - ALL FUNDS: | \$8,754,175.8 | \$8,635,928.1 | \$118,247.7 | \$7,070,507.8 |
| | | | | \$7,009,071.4 |
| | | | | \$61,436.3 |

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 5/31/2004**

| | <u>Approp Amount</u> | <u>Expended Year to Date</u> | <u>% Spent Year to Date</u> | <u>May Expenditures</u> | <u>Description</u> |
|-------------------------------|--------------------------|--------------------------------------|-------------------------------------|-----------------------------|---|
| Personal Services and Related | 40,903.5 | 34,777.0 | 85.0% | 3,093.1 | Salaries & Benefits |
| Contractual Services | 71,336.0 | 24,980.4 | 35.0% | 3,978.0 | Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees |
| Travel | 2,483.3 | 976.6 | 39.3% | 107.2 | Staff Travel |
| Commodities | 667.9 | 111.2 | 16.6% | 7.3 | Supplies; Books |
| Printing | 780.4 | 69.2 | 8.9% | 31.2 | Agency Printing |
| Equipment | 816.8 | 55.1 | 6.8% | 20.5 | Computers; Printers; Furniture |
| Telecommunications | 1,278.7 | 449.3 | 35.1% | 51.5 | Telecommunications Expenses |
| Auto Operations | 17.4 | 16.9 | 96.9% | 0.8 | Operation of Agency Autos |
| Grants | 7,542,030.1 | 5,915,210.4 | 78.4% | 358,649.6 | See Detail Below |

Agency Contracts Breakdown:

| | <u>Funded Amount</u> | <u>Expended Year to Date</u> | <u>% Spent Year to Date</u> | <u>May Expenditures</u> | <u>Description</u> |
|-------------------------------------|--------------------------|--------------------------------------|-------------------------------------|-----------------------------|--|
| Personnel | | | | | |
| Laner, Muchin, Dombrow, Becker, LTD | | | | | |
| GRF | 115.0 | 35.6% | 0.3% | 19.8 | Professional confidential counseling for ISBE - contract negotiations/arbitrations, etc. |
| General Counsel/Legal | | | | | |
| 45 - Impartial Hearing Officers | | | | | Teacher Dismissal Hearing Officers |
| GRF | 46.0 | 31.2 | 67.8% | 10.1 | |
| 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 | 35.0 | 27.8 | 79.4% | 0.0 | |
| 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 | 122.1 | 65.9% | 35.7 | |
| Other State | 5.0 | 0.0 | 0.0% | 0.0 | |
| Federal | 250.1 | 226.6 | 90.6% | 2.7 | |
| Ashbaugh & Associates, Inc. | | | | | Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System |
| Other State | 125.0 | 104.6 | 83.7% | 9.7 | |
| E-Technology Inc. | | | | | Development, maintenance and support of ISBE applications |
| Federal | 109.1 | 79.0 | 72.4% | 8.6 | |
| Data-Core Systems Inc. | | | | | Enhancements and support of the CERTS System |
| Other State | 133.6 | 108.9 | 81.5% | 13.4 | |

| | <u>Funded Amount</u> | <u>Expended Year to Date</u> | <u>% Spent Year to Date</u> | <u>May Expenditures</u> | <u>Description</u> |
|--|----------------------|------------------------------|-----------------------------|-------------------------|--|
| The Innovation Group | | | | | |
| GRF | 457.0 | 335.5 | 73.4% | 35.1 | E-Grants System |
| Federal | 456.5 | 391.2 | 85.7% | 0.0 | Development and maintenance of web-based Child Nutrition Claim Entry System |
| SilverTrain | | | | | |
| Federal | 59.3 | 57.6 | 97.1% | 0.0 | Enhancements and support for the child nutrition system application |
| Data-Core Systems Inc. | | | | | |
| Federal | 89.3 | 57.1 | 63.9% | 10.6 | |
| <u>Data Analysis & Progress Reporting</u> | | | | | |
| Deloitte Consulting | | | | | |
| Federal | 115.9 | 92.3 | 79.6% | 0.0 | Revamp the School Report Card into a web-based interactive system |
| <u>Governmental Relations</u> | | | | | |
| Barbour Griffith & Rogers, Inc. | | | | | |
| GRF | 240.0 | 168.3 | 70.1% | 18.7 | Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03 |
| <u>Internal Audit</u> | | | | | |
| Berry, Dunn, McNeil & Parker, Inc. | | | | | |
| GRF | 29.1 | 17.3 | 59.5% | 0.0 | EDP auditing assistance for the review of system developments |
| Federal | 20.0 | 0.0 | 0.0% | 0.0 | |
| <u>Standards Aligned Learning</u> | | | | | |
| Southern Illinois University | | | | | |
| Federal | 50.0 | 48.1 | 96.2% | 0.0 | Coordinate the statewide rollout of the elementary school model program |
| <u>Career Development & Preparation</u> | | | | | |
| Metri Tech, Inc. | | | | | |
| Federal | 100.0 | 100.0 | 100.0% | 25.0 | Development of the Illinois Workplace Skills Assessment |
| <u>e-Learning</u> | | | | | |
| Illinois State University | | | | | |
| Federal | 104.2 | 57.3 | 55.0% | 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 |
| Southern Illinois University | | | | | |
| Federal | 200.0 | 45.8 | 22.9% | 24.1 | 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 | 123.0 | 68.4% | 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 | 56.5 | 88.7% | 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 | 200.0 | 77.1 | 38.6% | 6.3 | 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 | | | | | |
| GRF | 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 | 145.0 | 90.9 | 62.7% | 0.0 | HIV Prevention Education |
| University of Illinois | | | | | |
| Federal | 502.8 | 131.3 | 26.1% | 36.2 | Evaluation of IL Reading First |

Early Childhood

6/9/2004

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04 May Financial Statement.xls

| | <u>Funded Amount</u> | <u>Expended Year to Date</u> | <u>% Spent Year to Date</u> | <u>May Expenditures</u> | <u>Description</u> |
|---|----------------------|------------------------------|-----------------------------|-------------------------|---|
| University of Illinois Federal | 217.8 | 149.6 | 68.7% | 23.1 | Illinois Early Learning Website maintenance |
| <u>English Language Learning</u> | | | | | |
| Wisconsin Dept of Public Instruction Federal | 75.0 | 75.0 | 100.0% | 0.0 | Membership to WIDA Consortium which includes English Language Proficiency Standards development |
| <u>Special Education Compliance</u> | | | | | |
| 18 Hearing Officers Federal | 463.1 | 300.0 | 64.8% | 40.1 | Impartial Hearing Officers in the local-level due process hearing/Section 14-8-02 of the School Code |
| 19 Mediation Agreements Federal | 110.0 | 35.6 | 32.4% | 3.0 | IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000 |
| Court Reporters Federal | 100.0 | 37.6 | 0.0% | 0.3 | Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J |
| Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal | 255.1 | 255.1 | 100.0% | 0.0 | Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators |
| HOEN Consultants Federal | 149.9 | 117.3 | 78.3% | 17.5 | Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois |
| Public Priority Systems Federal | 76.2 | 67.3 | 88.3% | 17.9 | Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant |
| <u>Student & School Progress</u> | | | | | |
| Accountability Works Federal | 87.6 | 87.6 | 100.0% | 0.0 | Assessment Framework (AF) based on the Illinois Learning Standards |
| Northern Illinois University Federal | 179.7 | 64.4 | 35.8% | 0.0 | A "live data" website for an Illinois Interactive Report Card |
| <u>New Learning Opportunities</u> | | | | | |
| Sangamon County ROE GRF | 400.0 | 400.0 | 100.0% | 0.0 | Fiscal Agent for Cook County GED Testing Program |
| Other State | 400.0 | 385.4 | 96.4% | 0.0 | |
| <u>Student Assessment</u> | | | | | |
| Metri Tech, Inc. GRF | 155.8 | 155.8 | 100.0% | 0.0 | Test development for ISAT and PSAE |
| Federal | 210.9 | 210.9 | 100.0% | 0.0 | |
| NCS Pearson, Inc. GRF | 2,325.0 | 2,325.0 | 100.0% | 0.0 | Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8 |
| Federal | 3,487.5 | 2,195.8 | 63.0% | 645.8 | |
| Metri Tech, Inc. GRF | 110.4 | 110.4 | 100.0% | 0.0 | Statistical design and analysis for ISAT - required by legislation |
| Federal | 152.5 | 86.8 | 56.9% | 0.0 | |
| Measurement Incorporated GRF | 3,914.0 | 3,131.2 | 80.0% | 1,565.6 | Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8 |
| NCS Pearson, Inc. GRF | 503.9 | 209.7 | 41.6% | 0.0 | Printing, testing and scoring of PSAE tests for all students in Grade 11 |
| Federal | 1,383.2 | 838.7 | 60.6% | 0.0 | |
| Metri Tech, Inc. GRF | 90.6 | 67.6 | 74.6% | 0.0 | Statistical design and analysis for PSAE - required by legislation |
| Federal | 44.6 | 33.8 | 75.8% | 0.0 | |

| | <u>Funded Amount</u> | <u>Expended Year to Date</u> | <u>% Spent Year to Date</u> | <u>May Expenditures</u> | <u>Description</u> |
|---------------------------------------|----------------------|------------------------------|-----------------------------|-------------------------|--|
| Measurement Incorporated GRF | 2,331.4 | 1,865.1 | 80.0% | 932.6 | Scoring of open-ended responses for PSAE test |
| NCS Pearson, Inc. GRF | 320.1 | 320.1 | 100.0% | 44.5 | Printing all test materials, monitoring the test administration and scoring the results of IMAGE |
| Federal | 300.0 | 300.0 | 100.0% | 24.4 | |
| Metri Tech, Inc. Federal | 92.4 | 69.3 | 75.0% | 0.0 | Technical and statistical services such as equating, item analysis and technical reports |
| Measurement Incorporated GRF | 123.5 | 85.4 | 69.1% | 0.0 | Scoring of bilingual students' writing essays |
| Federal | 90.0 | 42.7 | 47.4% | 42.7 | |
| Metri Tech, Inc. Federal | 118.0 | 88.5 | 75.0% | 0.0 | Development of the IMAGE test |
| Metri Tech, Inc. GRF | 99.5 | 49.7 | 50.0% | 0.0 | Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test |
| McGraw Hill, LLC GRF | 86.5 | 0.0 | 0.0% | 0.0 | Develop IL K-2 Achievement Test System |
| Measured Progress, Inc. Federal | 1,955.0 | 1,520.6 | 77.8% | 217.2 | Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year |
| American College Testing, Inc. GRF | 4,500.0 | 2,000.0 | 44.4% | 0.0 | Develop, design & analyze ACT Test - Grade 11 |

Fiscal & Administrative Services

| | | | | | |
|--|--------|---------|--------|------|---|
| Alzina Lease-Spfd GRF | 1191.8 | 1,191.8 | 100.0% | 0.0 | Rent - Springfield |
| Other State | 12.0 | 12.0 | 100.0% | 0.0 | |
| Federal | 1202.8 | 1,202.8 | 100.0% | 0.0 | |
| Xerox Corporation GRF | 115.8 | 94.6 | 81.7% | 12.2 | Copier maintenance/repairs |
| Federal | 46.8 | 46.8 | 100.0% | 0.0 | |
| Warehouse Lease (Marilyn Mason) GRF | 69.0 | 69.0 | 100.0% | 0.0 | Warehouse Lease |
| Federal | 40.0 | 40.0 | 100.0% | 0.0 | |
| Midwest Office Supply GRF | 57.3 | 9.7 | 16.9% | 1.0 | Office Supplies |
| Other State | 2.1 | 0.0 | 0.0% | 0.0 | |
| Federal | 25.6 | 7.4 | 28.9% | 0.1 | |
| Parcel Pick-up & Delivery GRF | 40.0 | 39.8 | 0.0% | 0.0 | Parcel pick-up and delivery per agency request at published rate - multiple vendors |
| Federal | 55.0 | 28.0 | 0.0% | 0.5 | |

Nutrition Program & Support Services

| | | | | | |
|---|-------|-------|-------|-----|---|
| University of Illinois Federal | 94.3 | 9.7 | 10.3% | 0.0 | Direct mailing to 305,000 students who qualify for free meals under the National School Lunch Program |
| Southern Illinois University Federal | 120.0 | 117.2 | 97.7% | 0.0 | School Meals Initiative - conduct nutritional analysis |
| Fidelis Corporation Federal | 85.5 | 65.7 | 76.8% | 0.0 | Maintain and enhance the USDA Commodity Distribution System |

Fiscal Services

| | | | | | |
|---------------------------------------|------|------|--------|-----|--|
| Secretary of the State Other State | 50.0 | 50.0 | 100.0% | 0.0 | Process blue slips for Drivers Education |
|---------------------------------------|------|------|--------|-----|--|

School Business & Support Services

Enterprise Computing Services

Federal

Development of an integrated database management system for viewing school facilities inventory data

0.0

88.2%

89.3

101.3

Grants Breakdown:

| | <u>Funded Amount</u> | <u>Expended Year to Date</u> | <u>% Spent Year to Date</u> | <u>May Expenditures</u> | <u>Description</u> |
|----------------------------------|----------------------|------------------------------|-----------------------------|-------------------------|--|
| General State Aid | 3,484,200.0 | 2,920,488.4 | 83.8% | 142,294.7 | Formula |
| Title I - Low Income | 570,200.0 | 403,276.9 | 70.7% | 4,823.9 | Formula |
| IDEA | 450,000.0 | 324,867.3 | 72.2% | 39,801.8 | Formula |
| Child Nutrition | 425,000.0 | 342,339.8 | 80.6% | 59,733.9 | Formula--Reimbursement |
| Spec Ed Personnel | 314,860.0 | 243,355.0 | 77.3% | 0.0 | Formula |
| Transportation Spec Ed | 263,081.0 | 210,611.1 | 80.1% | 0.0 | Formula |
| Transportation Reg/Voc | 242,424.0 | 184,180.4 | 76.0% | 0.0 | Formula |
| Spec Ed Extraordinary | 229,502.0 | 173,640.1 | 75.7% | 27,461.5 | Mandated Categorical |
| Early Childhood Block | 213,405.7 | 200,600.3 | 94.0% | 23,734.3 | Block grant for Pre-K, parent training and prevention initiative |
| Title II Quality Teachers | 150,000.0 | 96,607.2 | 64.4% | 6,004.4 | Formula |
| Spec Ed Orphanage | 97,370.0 | 63,446.3 | 65.2% | 0.0 | Formula |
| Reading Imp. Block Grant | 79,221.1 | 78,572.2 | 99.2% | 1,311.7 | Formula |
| Title I Reading First | 66,000.0 | 17,557.0 | 26.6% | 294.3 | Competitive and formula grants |
| Early Intervention | 64,447.3 | 59,076.7 | 91.7% | 5,370.6 | Transfer to the Department of Human Services |
| Spec Ed Private Facility Tuition | 59,423.0 | 51,687.8 | 87.0% | 0.0 | Formula |
| Technology Literacy | 53,000.0 | 25,385.1 | 47.9% | 1,709.2 | Competitive and non-competitive grants to school districts |
| Voc Ed - Federal | 50,000.0 | 42,527.8 | 85.1% | 2,611.6 | Formula and Competitive - to improve student academic and career skills |
| School Tech. Rev. Loan | 50,000.0 | 10,315.2 | 20.6% | 132.1 | Loans to schools to implement technology |
| Title IV-21st Century | 45,000.0 | 15,841.1 | 35.2% | 2,049.6 | Competitive |
| ADA School. Safety & Ed. Bl. | 42,841.0 | 40,867.6 | 95.4% | 0.0 | Formula |
| Title III - English Language Acq | 39,980.0 | 17,264.8 | 43.2% | 5,571.1 | Grant |
| Vocational Education - State | 37,960.4 | 37,391.0 | 98.5% | 4,775.9 | Formula |
| Bilingual Education-Chicago | 34,896.6 | 34,896.6 | 100.0% | 0.0 | Chicago Block Grant |
| Spec Ed Personnel-Downstate | 31,140.0 | 31,140.0 | 100.0% | 0.0 | Formula |
| Textbook Program | 29,126.5 | 182.6 | 0.6% | 182.6 | Payment for textbooks purchased during year |
| Textbook Loan - Reappropri. | 27,785.3 | 27,620.3 | 99.4% | 15.0 | Payment for textbooks purchased during previous year |
| Bilingual Ed.-Downstate | 27,655.4 | 18,124.8 | 65.5% | 7,507.2 | Mandated Categorical |
| Transportation Sp. Ed-Downstate | 26,019.0 | 26,019.0 | 100.0% | 0.0 | Formula |
| Title IV - Safe and Drug Free | 25,000.0 | 12,861.2 | 51.4% | 2,573.9 | Formula |
| Preschool - Spec Ed | 25,000.0 | 15,552.5 | 62.2% | 1,651.5 | Formula--special education, 3-5 year-olds |
| Summer Bridges | 24,756.6 | 21,874.2 | 88.4% | 0.0 | Grants to districts (based on ISA T reading scores) |
| Title V Innovative Programs | 21,000.0 | 13,903.5 | 66.2% | 149.0 | Formula |
| State Free Lunch & Breakfast | 19,565.0 | 17,700.8 | 90.5% | 1,124.3 | Mandated Categorical--Reimbursement |
| Alternative Ed/Reg Safe School | 17,023.9 | 15,817.9 | 92.9% | 883.9 | Formula |
| Driver Education | 15,750.0 | 15,746.6 | 100.0% | 4,754.5 | Reimbursement |
| Truant/Dropout/Optional Ed. | 15,671.6 | 14,987.2 | 95.6% | 1,085.6 | Competitive--at-risk students/dropout prevention |
| School Renovation | 15,000.0 | 1,662.9 | 11.1% | 480.8 | Competitive grants to school districts |
| Orphanage Tuition | 14,651.0 | 10,391.6 | 70.9% | 0.0 | Reimbursement to school districts for children residing in orphanages |
| Parent/Guardian Transportation | 14,470.4 | 14,438.2 | 99.8% | 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 | 8,086.9 | 84.2% | 996.8 | Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS) |
| ROE Salaries | 8,150.0 | 7,242.7 | 88.9% | 647.0 | Salaries for ROE's |
| School to Work - Federal | 8,000.0 | 587.0 | 7.3% | 293.9 | Formula |

| | Funded Amount | Expended | | % Spent | | May Expenditures | | Description |
|---------------------------------------|---------------|--------------|--------|--------------|------|------------------|--|---|
| | | Year to Date | Date | Year to Date | Date | Expenditures | | |
| Spec Ed Summer School | 6,370.0 | 6,370.0 | 100.0% | 0.0 | | 0.0 | | Formula - Special ed students enrolled in summer sessions |
| Emergency Financial Asst | 5,333.0 | 312.5 | 5.9% | 0.0 | | 0.0 | | Formula & loans to school districts |
| Standards Assmt & Acct | 5,301.2 | 3,285.3 | 62.0% | 1,367.3 | | 1,367.3 | | Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment |
| Transition Assistance | 5,200.0 | 5,154.4 | 99.1% | 5,154.4 | | 5,154.4 | | Formula |
| Voc Ed - Federal Tech Prep | 5,000.0 | 4,013.0 | 80.3% | 525.3 | | 525.3 | | Grants - assists students in achieving learning/occupational skills standards |
| Teacher Education | 4,210.0 | 875.9 | 20.8% | 11.2 | | 11.2 | | Reimbursement for National Board Certification costs; grant for Teacher of the Year |
| State Charter Schools | 3,693.6 | 2,770.2 | 75.0% | 0.0 | | 0.0 | | Grants - Start-up funds |
| ROE School Services | 3,250.0 | 2,895.4 | 89.1% | 0.0 | | 0.0 | | Formula - ROE Operations |
| McKinney Homeless Education | 3,000.0 | 2,025.5 | 67.5% | 249.7 | | 249.7 | | Competitive grants to school districts |
| Class Size Reduction | 3,000.0 | 0.0 | 0.0% | 0.0 | | 0.0 | | Formula |
| Phillip Rock Center | 2,855.5 | 2,454.3 | 85.9% | 232.3 | | 232.3 | | Targeted Initiative |
| Refugee Children | 2,500.0 | 679.3 | 27.2% | 58.2 | | 58.2 | | Grants |
| Charter Schools-Federal | 2,500.0 | 920.7 | 36.8% | 201.8 | | 201.8 | | Competitive |
| IDEA Part D | 2,500.0 | 1,291.4 | 51.7% | 111.9 | | 111.9 | | Reimbursement |
| Learn & Serve America | 2,000.0 | 672.4 | 33.6% | 107.6 | | 107.6 | | Competitive grants |
| Title VI | 2,000.0 | 0.0 | 0.0% | 0.0 | | 0.0 | | Formula |
| Charter Schools-Rev Loan Fund | 2,000.0 | 12.5 | 0.6% | 0.0 | | 0.0 | | Other/Repayment of loans |
| Agriculture Education | 1,881.2 | 1,881.2 | 100.0% | 102.4 | | 102.4 | | Grants to school districts |
| Reorganization Incentive | 1,669.4 | 950.6 | 56.9% | 18.0 | | 18.0 | | Grants to districts to encourage reorganization through consolidation/annexation |
| Title VI-Flex. & Acct Rural Education | 1,300.0 | 770.4 | 59.3% | 21.6 | | 21.6 | | Grants to school districts |
| Temporary Relocation | 1,130.0 | 0.0 | 0.0% | 0.0 | | 0.0 | | Formula grants for school emergency relocation |
| Materials for the Visually Impaired | 1,121.0 | 1,121.0 | 100.0% | 93.4 | | 93.4 | | Targeted Initiative--Spfld. 186 |
| Title II Eisenhower | 1,000.0 | 0.0 | 0.0% | 0.0 | | 0.0 | | Formula |
| Advanced Placement Fee | 900.0 | 238.5 | 26.5% | 0.0 | | 0.0 | | Fee reimbursement for Advanced Placement Exam & Int'l Baccalaureate exam |
| Illinois Breakfast Incentive | 723.5 | 258.3 | 35.7% | 83.9 | | 83.9 | | Reimbursement and grant to public and private schools and child-care institutions |
| Deaf/Blind | 600.0 | 270.4 | 45.1% | 55.2 | | 55.2 | | Grant to Phillip J. Rock Center |
| Minority Transition | 578.8 | 469.3 | 81.1% | 45.0 | | 45.0 | | Grants - serves disadvantaged students from selected Chicago HS and elem. schools |
| Transition to Teaching | 500.0 | 388.3 | 77.7% | 122.9 | | 122.9 | | Grant to Illinois Resource Center |
| Teach America | 450.0 | 406.9 | 90.4% | 62.4 | | 62.4 | | Grant for Teach for America |
| IDEA Model Outreach | 400.0 | 141.4 | 35.4% | 9.5 | | 9.5 | | Competitive |
| South Cook ISC-Supplemental | 300.0 | 300.0 | 100.0% | 0.0 | | 0.0 | | Grant to South Cook ISC |
| Tax Equivalent Grants | 222.6 | 222.6 | 100.0% | 0.0 | | 0.0 | | Grant to Chaney-Monge School District |
| Metro East Consortium | 217.1 | 180.9 | 83.3% | 0.0 | | 0.0 | | Grant to provide staff development to increase student achievement in MECCA |
| Training Sch Health Pers. (AIDS) | 190.0 | 0.0 | 0.0% | 0.0 | | 0.0 | | Contract |
| Recording - Blind & Dyslexic | 168.8 | 168.8 | 100.0% | 0.0 | | 0.0 | | Grant to increase achievement of students with visual impairments |
| IL Government Internship | 129.9 | 111.3 | 85.7% | 18.6 | | 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 | | 0.0 | | Other |
| IL Future Teachers Corps | 10.0 | 0.0 | 0.0% | 0.0 | | 0.0 | | Grant to Golden Apple Foundation |

**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF MAY 2004**

| | Mgmt. | Prof. | Support | GRF | Non-GRF | Total |
|--|--------------|--------------|----------------|------------|----------------|--------------|
| SUPERINTENDENT'S OFFICE | | | | | | |
| State Superintendent | 1 | 1 | 2 | 4 | 0 | 4 |
| Governmental Relations | 1 | 1 | 1 | 3 | 0 | 3 |
| Internal Audit | <u>1</u> | <u>3</u> | <u>1</u> | <u>5</u> | <u>0</u> | <u>5</u> |
| Sub-Total | 3 | 5 | 4 | 12 | 0 | 12 |
| GENERAL COUNSEL | | | | | | |
| General Counsel & Legal | <u>1</u> | <u>12</u> | <u>4</u> | <u>13</u> | <u>4</u> | <u>17</u> |
| Sub-Total | 1 | 12 | 4 | 13 | 4 | 17 |
| 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>6</u> | <u>11</u> | <u>0</u> | <u>11</u> |
| Sub-Total | 2 | 5 | 7 | 14 | 0 | 14 |
| CERTIFICATION & PROFESSIONAL DEV. | | | | | | |
| Cert. & Professional Dev. Admin. | 1 | 0 | 1 | 2 | 0 | 2 |
| Teacher Certification Services | <u>2</u> | <u>19</u> | <u>9</u> | <u>22</u> | <u>8</u> | <u>30</u> |
| Sub-Total | 3 | 19 | 10 | 24 | 8 | 32 |
| SPECIAL EDUCATION | | | | | | |
| Special Education Admin. | 1 | 0 | 1 | 0 | 2 | 2 |
| Special Education Services - Spfld. | 2 | 22 | 5 | 0 | 29 | 29 |
| Special Education Services - Chgo. | <u>2</u> | <u>14</u> | <u>1</u> | <u>0</u> | <u>17</u> | <u>17</u> |
| Sub-Total | 5 | 36 | 7 | 0 | 48 | 48 |
| INFORMATION TECHNOLOGY | | | | | | |
| Information Technology Admin. | 1 | 0 | 1 | 2 | 0 | 2 |
| Data Systems | 4 | 29 | 2 | 26 | 9 | 35 |
| Technology Support | 2 | 16 | 3 | 18 | 3 | 21 |
| E-Learning | <u>1</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>3</u> | <u>4</u> |
| Sub-Total | 8 | 47 | 7 | 47 | 15 | 62 |

| | Mgmt. | Prof. | Support | GRF | Non-GRF | Total |
|--------------------------------------|----------|-----------|----------|----------|-----------|-----------|
| PLANNING & PERFORMANCE | | | | | | |
| Planning & Performance Admin. | 1 | 0 | 1 | 2 | 0 | 2 |
| Data Analysis & Progress Reporting | 1 | 10 | 4 | 11 | 4 | 15 |
| Career Development & Preparation | 1 | 6 | 3 | 3 | 7 | 10 |
| Curriculum & Instruction | 1 | 13 | 4 | 3 | 15 | 18 |
| Early Childhood Education | 1 | 8 | 2 | 1 | 10 | 11 |
| English Language Learning | 1 | 10 | 2 | 0 | 13 | 13 |
| Accountability | 1 | 13 | 5 | 17 | 2 | 19 |
| Student Assessment | 1 | 9 | 2 | 12 | 0 | 12 |
| System of Support | <u>1</u> | <u>17</u> | <u>4</u> | <u>0</u> | <u>22</u> | <u>22</u> |
| Sub-Total | 9 | 86 | 27 | 49 | 73 | 122 |
| OPERATIONS | | | | | | |
| Operations Administration | 1 | 0 | 1 | 2 | 0 | 2 |
| Budget & Financial Management | 1 | 7 | 1 | 6 | 3 | 9 |
| Fiscal and & Administrative Services | 3 | 15 | 24 | 34 | 8 | 42 |
| Funding and Disbursements | 2 | 16 | 13 | 13 | 18 | 31 |
| Nutrition Programs & Support | 2 | 27 | 7 | 2 | 34 | 36 |
| School Business & Support Services | 2 | 8 | 2 | 11 | 1 | 12 |
| District Field Services | 1 | 3 | 0 | 4 | 0 | 4 |
| External Assurance | <u>3</u> | <u>25</u> | <u>3</u> | <u>7</u> | <u>24</u> | <u>31</u> |
| Sub-Total | 15 | 101 | 51 | 79 | 88 | 167 |
| GRAND TOTAL, ALL CENTERS | 49 | 317 | 122 | 251 | 237 | 488 |
| | 10% | 65% | 25% | 51% | 49% | 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 | 18 |
| Recall | 0 | 0 | 11 | 18 |
| Retire | -35 | -37 | -128 | -23 |
| Resign | -35 | -21 | -13 | -17 |
| Discharge | -2 | -9 | -2 | -2 |
| Layoff | 0 | -25 | -22 | -29 |
| Death | -3 | -2 | -3 | 0 |
| End Year | 739 | 650 | 522 | 487 |

* Through May

Changes to Key Personnel:

Lee Patton, Lynne Curry and Lugene Finley will leave the agency at the end of June.

Status of Personal Services:

Management & Organizational Issues:

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
 4th Floor Board Room
 Springfield, Illinois 62777

Wednesday, May 19, 2004

| | |
|---|--|
| <p><u>Call Meeting to Order/ Roll Call</u></p> | <p>The Chair, Dr. Janet Steiner, called the May 19, 2004 Illinois State Board of Education meeting to order at 3:00 p.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Beverly Turkal Richard Sandsmark Dean Clark Ronald Gidwitz Joyce Karon Janet Steiner</p> <p>MEMBERS ABSENT: Gregory Kazarian</p> <p>Dr. Steiner stated that the meeting would be a one day meeting in which the Board would discuss and take action on the presented agenda items.</p> |
| <p><u>Public Participation</u></p> | <p>Dr. Steiner announced that there would be public participation. She requested that Jim Craft, Executive Director of the Illinois Association for Vocational Agricultural Teachers (IAVAT) come forward to address the Board. Mr. Craft asserted that he would be sharing with the Board "The Teachers' Perspective on Agricultural Education." (Please see attachment.) He stated that the Illinois Association of Vocational Agricultural Teachers was pleased to provide the following observations and achievements of the secondary programs of instruction in Agriculture Education with regard to the present perspective:</p> <ul style="list-style-type: none"> • There is a continuing enthusiasm for the Agriculture Education profession. • There are multiple opportunities for the teachers' professional involvement. • There is recognition for the Illinois Agricultural Education teachers and programs. <p>According to Mr. Craft, the IAVAT's future focus will be on:</p> <ul style="list-style-type: none"> • Local Program funding; • Teacher supply; • Mandates and Social Policy; |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Agriculture Education Basics; and • ISBE Staffing. <p>In concluding, Mr. Craft announced that Dr. Schiller and Dr. Steiner would be receiving honorary FFA degree awards at the Prairie Capitol Convention Center in Springfield on Thursday, June 10.</p> <p>Dr. Steiner stated that since she has been on the Board she has learned a lot about Agriculture Education and its value. She thanked Mr. Craft for all of his hard work as well as the hard work of the others in his organization.</p> <p>Dr. Schiller asserted that he was also appreciative of the hard work. He then added that under SB 1955, certain elements of Agriculture Education are not outlined. He added that the entire division of Career and Technical Education was not included in the proposed restructuring of ISBE under SB 1955. In concluding, he urged Mr. Craft to continue to partner with ISBE in the advocating of adequate funding and recognition of the program in general.</p> |
| <p><u>Approval of Minutes</u></p> | <p>Dr. Steiner requested a motion to approve the minutes of the April 16, 2004 Special Board meeting and the April 22, 2004 Regular Board meeting as published. Dean Clark moved that the Illinois State Board of Education approve the minutes of the April 16 and April 22, 2004 meetings as published. The motion was seconded by Richard Sandsmark. Chair Steiner requested a roll call vote. The motion passed as all members present voted yes.</p> |
| <p><u>Discussion and Action Items</u></p> | <p>Dr. Steiner then announced that she would request the Superintendent to review the items for discussion and action, request a motion concerning each item, and allow for discussion before action taken by the Board on the presented items for consideration.</p> |
| <p><u>Approval of Additional SES Providers</u></p> | <p>The first agenda item was the Approval of Additional Supplemental Educational Service Providers. Dr. Schiller stated that there were two additional providers for the Board to consider approving. He stated that both of the proposed providers were being recommended for approval as they meet all the established criteria to serve as a supplemental educational service provider in Illinois. Dr. Steiner then requested a motion to approve both providers. Joyce Karon made the following motion:</p> <p>Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote maximum participation of supplemental educational service providers and maintain an updated list of approved providers, I move that the providers identified on</p> |

| | |
|--|--|
| | <p>Attachment #2, namely, West Harvey-Dixmoor School District 147 and The Teachers Academy for Mathematics and Science be approved for addition to the Illinois list of approved supplemental educational service providers.</p> <p>Dean Clark seconded the motion and then inquired about the changes in the revised SES attachment. (Please see attachments.) He asked if the only change to The Teachers Academy for Mathematics and Science information was their plans to provide SES services in certain areas. Dr. Schiller responded by stating that the other change was that the academy plans to offer small group instruction four hours a week in 23 week cycles instead of eight hours a week in 20 week cycles.</p> <p>Joyce Karon stated that it wise to note that Illinois is lacking in service providers that meet the qualifications to provide the kinds of services that are currently in place. Dr. Steiner then added that it is important to “get the word out” about the need for more supplemental educational service providers.</p> <p>Dr. Steiner requested a role call on the motion to approve the recommended SES providers. As all members present voted yes, the motion passed.</p> |
| <p><u>Acceptance of SoS Progress Report and Approval of Year Two Plan</u></p> | <p>The next item for Board discussion and action was the Acceptance of the System of Support Progress Report and Approval of the Year Two Plan. Dr. Schiller stated that the item was presented during the Education Policy and Planning Committee meeting in detail. He the stated that staff had a brief presentation on the progress of the System of Support to share with the Board and public.</p> <p>In commencing her presentation, Lynne Curry state that a brief summary of the first year of the system was provided to the Board as a separate attachment. (Please see attachment.) She then proceeded to present information related to the first year implementation of the System of Support program.</p> <p>Dr. Curry gave a brief history of the System of Support. She proclaimed the following:</p> <ul style="list-style-type: none"> • SoS regionalization was discussed with the Board in March of 2003. • The Board approved the regional SoS plan in May 2003. • The regional providers (RESPROS) were selected and funded in November 2003. • The RESPROS have been operating through FY 04. |

She stated that there were four System of Support elements that the RESPROS focused on:

- I. Data Analysis & School Improvement Plan Development;
- II. Standards-aligned curriculum, instruction and classroom assessment;
- III. Teacher & Administrator Enhancement; and
- IV. Student, Family, and Community Support Services.

Dr. Curry then summarized the activity that had taken place during year one of the SoS program. She report the following:

- There were over 500 districts and 5600 individuals who participated.
- The schools conducted in-depth data reviews and revised their school improvement plans. ISBE standards, benchmarks, performance descriptors and the new assessment frameworks were utilized.
- Specially designed Standards Aligned Classroom training was given to SoS schools. Schools that did not receive SoS assistance were also able to receive the Standards-Aligned Curriculum, Instruction, and Classroom Assessment training.
- Teacher and administrator enhancements included: inventory of highly qualified teachers and placements; specialized training by the Illinois Principal's Association for SoS principals; special focus on poverty students; and Board training by the Illinois Association of School Boards to focus on academic policies and school improvement data.
- Student, family, and community services were provided to over 100 districts (1600 participants) to: bolster student support systems, foster meaningful family involvement, and establish sustainable school/community partnerships through Full Service Community Schools.

In concluding the year one report, Dr. Curry proclaimed that the RESPROs held regular monthly meetings to share progress and solve problems and focus on improving AYP indicators. According to Dr. Curry, the 2004 test data will be the first opportunity to gauge AYP impact.

Dr. Curry then stated that she would like to share the Year

Two Plan for the System of Support. She proclaimed that the estimated total cost would be between \$12- \$15 million (compared to about \$10 million in FY 04).

Dr. Curry asserted the following initiatives will be explored by staff:

- Expand and deepen work in all four quadrants with current SoS schools and districts.
- Expand participation of district boards and SoS principals.
- Develop and deliver specialized training for SoS superintendents with IASA.
- Expand to include additional AEW status schools identified in 2003-2004 under new NCLB calculations (about 800+).
- Continue to rely mainly on federal funds (Title I Accountability, Title II Statewide, and Title V Innovation).
- Supplement with state funds as feasible.

After presenting the Year Two Plan, Dr. Curry asked if there were any questions. Beverly Turkal stated that she was very interested in the full-service schools. She inquired as to whether all schools have the same opportunities to attend trainings. Dr. Curry stated that the trainings are not just for System of Support Schools but for all schools statewide and that the trainings are available through the Regional Offices of Education. Dr. Curry stated that the ROEs are working to make sure that districts are knowledgeable about the trainings. She said they are also working to find ways to match needs in districts with the particular trainings that are being offered. Dr. Curry stated that once many school boards receive knowledge of the trainings being offered, they become really excited and begin the process. Ms. Turkal then stated that it was really good that the Illinois Association of School Boards was involved in helping to spread the word about the trainings.

Dr. Steiner then requested a motion to accept the System of Support Progress Report and approve the Year Two Plan. Dean Clark then moved that the Illinois State Board of Education hereby accept the progress report on Year One of its System of Support implementation, and approve the State Superintendent and staff to proceed with planning to accommodate the full range of schools eligible for System of Support services for FY 05. The motion was seconded by Beverly Turkal. As there was no further discussion, Dr. Steiner requested the roll call to vote on the motion. The motion passed as all members

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| | present voted yes. |
| <p><u>Approval of New Program Proposal Recommendation from Millikin University</u></p> | <p>Dr. Steiner stated that the next agenda item would be the Approval of the New Program Proposal Recommendation from Millikin University. Superintendent Schiller proclaimed that he was recommending that the Board approve the Millikin University Early Childhood Education preparation program, with the stipulation that in one year the institution provide a status report and the specific information requested by the State Teacher Certification Board. (Please see motion below.) Dr. Steiner then requested a motion to approve the program recommendation. Richard Sandsmark then moved that the Illinois State Board of Education hereby accept the recommendations of the State Teacher Certification Board regarding the new program proposal from Millikin University and approve the Millikin University Early Childhood Education preparation program, including the Early Childhood Special Education approval program.</p> <p>He further stated that this approval is given with the stipulation that within one year, the institution must provide the State Board and the Certification Board with the following information:</p> <ul style="list-style-type: none"> ○ Evidence of a better-defined assessment system; ○ Evidence that it has renamed courses containing the special education content of Language Development and Family and Community Relationships in the course title; and ○ Evidence that the proposed staffing plan has been achieved through employment of additional faculty. <p>Lastly, he proclaimed that this approval authorizes Millikin University to conduct the program as described and to recommend candidates for certification by entitlement.</p> <p>The motion to approve the new program proposal was seconded by Dean Clark. Dr. Steiner then asked for a roll call vote. The motion passed as all members present voted yes.</p> |
| <p><u>Approval of Appointment to the Board of Education for the Department of Corrections District #428</u></p> | <p>The next agenda item for Board discussion and action was the Approval of the Appointment to the Board of Education for the Department of Corrections District #428. Dr. Steiner stated that there were two recommended appointments to the Board of Education for the Department of Corrections District #428 and the State</p> |

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| | <p>Board had to appoint one. She then asked for a motion concerning the appointment. Dean Clark moved that the Illinois State Board of Education approve Marva Campbell-Pruitt as the appointed ISBE designee to the Department of Corrections District #428 Board of Education to fill the vacancy created by the resignation of ISBE designee John Newsom. Richard Sandsmark seconded the motion. Dr. Steiner then requested the roll to be called to vote on the motion. All members present voted yes. Thus, the motion passed.</p> |
| <p><u>Acceptance of FY 03 ISBE Financial and Compliance Audit</u></p> | <p>Dr. Steiner stated that the next item would be the Acceptance of the FY 03 ISBE Financial and Compliance Audit. Richard Sandsmark then moved that the Illinois State Board of Education hereby accept the Auditor General's report, and continue to advocate for adequate funding of the agency's critical functions. The motion was seconded by Dean Clark. Dr. Steiner then allowed for discussion on the item. Mr. Sandsmark said that the audit report was thoroughly reviewed and discussed at the Finance and Audit Committee meeting that was held prior to the Board meeting. Dr. Steiner then added that the agency would advocate not only for adequate funding of the critical functions but also for personnel to carry out those functions. Dr. Steiner requested a roll call to vote on the item. As all members present voted yes, the motion passed.</p> |
| <p><u>Acceptance of ISBE Monthly Reports</u></p> | <p>The final item for Board action was the Acceptance of the ISBE Monthly Reports. Dr. Steiner requested a motion to accept the reports. Beverly Turkal moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the May 2004 meeting. Richard Sandsmark seconded the motion. The motion then passed as all members present voted yes.</p> |
| <p><u>Announcement and Reports Superintendent</u></p> | <p>Dr. Schiller stated that he was please to announce that ISBE would be recognizing the first set of Academic Improvement Schools in Central Illinois. He asserted that 98 schools in Illinois met the criteria for recognition as Academic Improvement Schools. The Superintendent said that Northern Illinois University partnered with ISBE to identify these nearly 100 schools that have made consistent academic improvement while meeting Adequate Yearly Progress criteria. According to Dr. Schiller, there will be three recognition ceremonies around the state. 38 will be recognized in Springfield after the</p> |

Board Chair

Board meeting, 44 in Chicago on June 8 and 17 in Mt. Vernon on June 9. In conclusion he stated that the program is an extension of the Spotlight Schools honored last fall. (Please see attachment.)

Ron Gidwitz then inquired as to where the event would be held in Chicago. In reply to Mr. Gidwitz, Karen Craven, Director of Public Information, stated that the Chicago recognitions would take place at the Chicago Athletic Association on Michigan Avenue. Mr. Gidwitz asked was it because of cost that the agency decided to host the event at the Chicago Athletic Association. Ms. Craven responded affirmatively and stated that staff sought to find a place that would accommodate the number of invited guests that was also of no charge.

Dr. Steiner then read the following resolution on behalf of the Illinois State Board of Education honoring the Local Professional Development Committees (LPDCs).

WHEREAS hundreds of Illinois teachers, administrators and citizens have served as members of Local Professional Development Committees (LPDCs); and

WHEREAS despite the many frustrations associated with their LPDC membership, these individuals have provided an invaluable service to the teachers of their school districts, to the State of Illinois, and to the improvement of the teaching profession; now therefore

BE IT RESOLVED that the State Board of Education extends its respect and appreciation to each person who has served on a Local Professional Development Council and directs the State Superintendent to convey its gratitude to the LPDC members and chairs.

Ronald Gidwitz then inquired as to whether the agency was aware of whom the committee members were. Dr. Steiner stated that their names should be filed with the Regional Offices of Education. Mr. Gidwitz then said that, if affordable, he believed the agency should give each person a certificate of appreciation. Dr. Schiller stated that while a noble thought, there were over 5,000 members. In conclusion, Dr. Steiner stated that the LPDCs have done a wonderful job and that is why the Board created the resolution in honor of them.

Dr. Steiner stated that she had a letter she would like to read. She then read the following letter:

May 19, 2004

The Honorable Rod R. Blagojevich
Governor of Illinois
207 State House
Springfield, Illinois 62706

Dear Governor Blagojevich,

Effective May 20, 2004, I wish to resign my appointment as a member of the Illinois State Board of Education. This is a result of a professional opportunity which will allow me to utilize my educational background in a meaningful and significant manner. It is my sincere hope that the children in Illinois will always be the major focus of all the elected officials of Illinois. As you are well aware, they are the future of this state, country and world.

Very truly yours,

Beverly L. Turkal
Vice Chair
Illinois State Board of Education

Following Dr. Steiner's reading of the letter, the Board members and the Superintendent thanked Ms. Turkal for her dedication to the Board during her tenure and wished her much success in her future endeavors.

Dr. Steiner then requested a motion from a Board member to go into Executive Session. Joyce Karon moved that the Illinois State Board of Education go into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee.
- Section 2 (c) (11) for the purpose of discussing litigation.

The motion was seconded by Beverly Turkal. All members present voted affirmatively. Therefore, the motion passed. The Board went into Closed Session at that point. At 4:25 p.m., the Board came out of Closed Session and the meeting was recessed by the Chair until further notice.

Please contact the Illinois State Board of Education office in Springfield at 217/782-7497 for an audio tape of the meeting.

Respectfully Submitted,

Richard Sandsmark
Secretary

Dr. Janet Steiner
Chair

The Teachers' Perspective on Agriculture Education

The Illinois Association of Vocational Agriculture Teachers (IAVAT) is pleased to provide the following observations and achievements of the secondary programs of instruction in Agricultural Education.

Present Perspective

- Continuing enthusiasm for the Agriculture Education profession
 - ◆ The Illinois Association FFA will report an increase in membership for 2003-04
 - ◆ 89 Illinois Agriculture Education students received \$123,650 in scholarships from the National FFA
 - ◆ Membership in the Illinois Association of Vocational Agriculture Teachers stands at 375 members.
 - ◆ 25 first-year and returning teachers attended the Beginning FFA Advisor's Workshop
 - ◆ Two conferences for the IAVAT Student Branch have been held.
 - 23 Agriculture Education majors attended the November Conference
 - 31 Agriculture Education majors attended the April Conference
- Multiple opportunities for the teachers' professional improvement
 - ◆ Annual Conference for Illinois Association for Vocational Agriculture Teachers (3 days)
 - ◆ Horticultural Science Workshop (1 day)
 - ◆ Agricultural Mechanics Workshop (1 day)
 - ◆ Agricultural Education Teaching Methods and Assessments (1 day)
 - ◆ Made for Excellence Conference for Teachers (2 days)
- Recognition for the Illinois Agricultural Education teachers and programs
 - ◆ Advocate for Agricultural Education Award - Eldorado High School (National Winner)
 - ◆ Outstanding Postsecondary/Adult Agricultural Education Programs
 - Parkland College, Champaign (Regional Winner)
 - ◆ Outstanding Agricultural Education Teacher Award Program
 - Bill Kittinger, Eldorado High School - Regional Winner
 - ◆ Future Teacher Scholarships - Fahrman Robb, Pinckneyville (National Winner)
 - ◆ Upper Division Teacher Scholarship - Jennifer Herman, Taylorville (National Winner)
 - ◆ Distinguished Professional State Association Award (National Recognition)
 - ◆ National Association of Agricultural Educators - Jeff Maierhofer, National President - Seneca High School

Future Focus

- Local Program Funding
 - ◆ There is strong competition for local tax dollars. Agricultural Education, traditionally an elective course at the high school, faces increasing financial pressure as schools debate program funding. Advisory councils, working with the school boards, have been able to successfully maintain most programs, but in at least one instance programs have been cut to ½ time.
 - ◆ Agricultural Education line item funds continue to impact the local classroom, by providing technology, curriculum and training. The short term fiscal issues faced by local school districts place some pressure on teachers to use the incentive grant funds (a part of the Agricultural Education line item) to supplant departmental funding. Teachers have successfully resisted this to the greatest extent, but oversight of these state funds will be necessary if the fiscal pressures continued for an extended period of time.
 - ◆ The profession continues to support the Illinois State Board of Education as the funding agency for the Agriculture Education line item.
- Teacher Supply
 - ◆ Teacher retention continues to be a concern. The profession tends to lose many outstanding young teachers between their 3rd and 7th year of teaching. Each teacher has their individual reasons for leaving the profession, but their departure is usually due to economics, job satisfaction or family demands. No matter what their reason for leaving the profession, it serves the best interests of the profession, state and educational community to make teaching a viable, economically and personally satisfying profession.
 - ◆ The local school districts continue to seek expand and reopen Agriculture Education programs. New teachers with the technical skills and willingness to relocate are virtually assured of employment in Agriculture Education.

- Mandates and Social Policy
 - ◆ The foreign language requirement is requiring teaching candidates at the University of Illinois to make difficult choices, all of which negatively affect them. 1) They may take 3 years of foreign language in high school, which often requires them to opt out of the high school Agricultural Education courses; 2) they can meet the foreign language requirement while in college and forgo technical training in their selected teaching area; or 3) they can take 5 years of college to be both technically trained and eligible to graduate.
 - ◆ The “No Child Left Behind Act” has raised concerns as to whether the Biological Science Applications in Agriculture and Physical Science Applications in Agriculture will continue to receive college science admissions credit when taught by the Agricultural Education teacher. Despite significant college science course work, many high school Agriculture Education teachers do not hold a science certification and will be unable to offer these agriculture classes for science credit, due to the current interpretation of “highly qualified teacher”.
 - ◆ The recent discussions in the Legislative and Executive branches regarding mandatory community service by students as a graduation requirement raises some concerns that time will be taken from classroom instruction. The FFA has integrated community development as a part of their chapter’s program of activities and Illinois FFA members already complete a large number of community service activities. If legislation occurs, it is our hope the rules regarding this requirement will allow consideration of community service activities offered through the local FFA chapter.
- Back to Agriculture Education Basics
 - ◆ Agricultural Education has a philosophy that has been successful because it serves all students, no matter what their learning style. Students that succeed in lessons from traditional instruction are served through the Agriculture Education classroom. Students that learn best through the hands-on application of classroom instruction, gain an understanding of the relevance of mathematics and science when applied through their supervised agricultural experience program. Lastly, the student organization allows students to put their instruction to use in a variety of cooperative and competitive events.
 - ◆ The application of this integral philosophy is being diluted as an increasing number of non-traditional Agriculture Education teachers are entering the profession. The profession and educational community must work with teacher trainers and local administrators to ensure the continuation of this historically, successful philosophy.
- ISBE Staffing
 - ◆ The consultants are a crucial communications link between teachers and the Illinois State Board of Education. Teachers need advance notice of new policies and initiatives and too often important messages on Illinois State Board of Education policies and initiatives are filtered and their importance diluted before the classroom teacher is ever informed. The Agriculture Education consultant staff members play a crucial role in communicating to teachers critical messages in a clear and precise manner.
 - ◆ Agriculture continues to demand accountability from teachers and the consultants shoulder the supervision responsibility to insure that state dollars are spent in an appropriate manner and then monitor the usage of funds to insure positive results from the investment of those dollars. The profession expects an audit of the Agriculture Education Incentive Funding by insuring that a member of the Agriculture Education consultant staff visit 10% of the Agriculture Education programs in Illinois each year and discuss programs and curriculum with teachers, as well as their administrators.
 - ◆ A technically qualified, Agriculture Education consultant staff should provide decisive leadership and guidance for curriculum development. Consultants need to work closely with agriculture education staff at the university level and with classroom teachers to develop relevant curriculum materials. Consultant staff members are an essential factor in coordinating efforts among the collegiate programs to maintain a consistent and rigorous level of teacher preparation in teacher training programs. Oversight and coordination of college Agriculture Education teacher training programs by the Agriculture Education consultant staff will help insure Illinois’ needs can be met by an adequate pool of well-prepared teachers and they must take a more proactive role in teacher retention and advisement.
 - ◆ Teachers seek that “teachable moment” in their classroom instruction. That “teachable moment” occurs only when a student’s needs align with current instruction. As professionals, we can be on the receiving end of those “teachable moments”. Experience has taught us that representation by the Agriculture Education consultant staff at association meeting and conferences allows teachers to plan professional development and conference activities that reflect the goals and paths identified by the ISBE. We have seen this repeatedly in the efforts surrounding certification, teaching standards, etc.

Changing the World, One Class at a Time

Every agriscience teacher is constantly addressing the changing face of agriculture. Bill Kittinger, agriculture instructor at Eldorado High School in Eldorado, Ill., has found a unique way to heighten excitement about agriculture and foster a little business sense in his students.

Kittinger has harnessed a hands-on approach to engage students in one of the most innovative greenhouses in Illinois. For this reason and others, he was named Syngenta's Advocate for Agricultural Education in 2004, a national award to recognize outstanding agriculture teachers.

Kittinger's horticulture students have transformed a simple greenhouse into a powerhouse of knowledge. Raising nearly 500 pounds of hydroponic tomatoes and cucumbers each winter, FFA members are running a business, implementing new technologies, forming partnerships with community members and learning the biology of plant development.



Craig Smith, a student at Eldorado High School, works in the school's greenhouse.

Each year, students form a cooperative with a board of directors that is responsible for making decisions regarding the day-to-day activities of the greenhouse. From fertilizer to insect control, and pollination to everyday business decisions,



students are in charge of the operation. The result of their efforts supply tomatoes and cucumbers to cafeterias in the local school district. Students are incorporating chemistry, math, biology and entrepreneurial experience into an exciting agriculture program.

The business started approximately five years ago as a school-to-work program. Cooperating with a local business, the FFA program was able to acquire nearly \$2,000 worth of supplies and equipment to get started. The ensuing relationship provided a wealth of knowledge and expertise that encouraged students to get excited about hydroponics. Now, the horticulture program is entirely self-sufficient, and the hydroponics greenhouse has become the highlight not only of the program, but also of the school. Students have a lot to be proud of, as the greenhouse has been spotlighted on local television stations and become the focal point of groups touring the school.

The Syngenta Advocate for Agricultural Education is one element of a special program coordinated through the National FFA Organization, designed to recruit, retain and reward agriculture teachers. In addition to the award itself, the program also supports public awareness of the importance of agriculture teachers, and the production and distribution of training materials and workshops.

The success of agricultural education is dependent on engaging students in unique activities that generate new ideas and talented individuals. Programs like Kittinger's reinforce that agriculture isn't just farming anymore. Educators who believe in 'doing to learn' are seizing opportunities to develop the next generation of agricultural innovators. Today, it's hydroponic tomatoes. Tomorrow, what's next?

syngenta

Attachment #2

**Recommended Supplemental Educational Service Providers
May 2004**

| Entity | Subject(s) | Grades | Cost per hour per Student | Total Program hours per Student | Total cost per Student |
|--|-----------------|--------|---------------------------|---------------------------------|------------------------|
| West Harvey-Dixmoor SD 147 | Reading Math | 1-8 | \$10.00 | 89 | \$890.00 |
| The Teachers Academy for Mathematics and Science | Math | 1-8 | \$13.00 | 92 | \$1200.00 |

**Program Descriptions of Recommended Providers
(as prepared by the individual providers)
May 2004**

| Entity | Program Description |
|--|--|
| West Harvey-Dixmoor School District 147 | The American's Choice supplemental educational service that West Harvey-Dixmoor School District 147 provide in reading and math are essential to academic achievement. Student progress toward the standards is constantly monitored and those that are falling behind are immediately given extra instruction, enabling them to catch up quickly. Students enrolled in American's Choice will be fluent readers by the end of the third grade; k-6 students will be competent readers and master essential arithmetical skills by the time they reach middle school. |
| The Teachers Academy for Mathematics and Science <u>Plans to provide SES to:</u> Chicago SD 299 and Chicago collar counties | The program engages students in learning mathematics and methods that make the students an active participant in the learning experience. The program uses a standards-based curriculum to teach students in grades 1-8 think critically, gather data, make conclusions, communicate with words and numbers and solve problems. It also reviews the basic knowledge required for their grade level. The students are offered small group instruction four hours a week in 23 week cycles. As a result of their participation with at least a 90% attendance rate, the student will improve their score in the Illinois Assessment Tests. |

FY04 System of Support (Year One Implementation)

Regional Service Provider (RESPRO) Year One Activity Summary (through April 2004)

Year One was the start-up year for the regionalization of ISBE's System of Support (SoS). After a competitive grant process, grants were awarded and actual activities ran during the second semester of the school year. The following summarizes activities in the four "quadrants" of system services.

Note: participating districts include those targeted for SoS services by virtue of having schools in Academic Early Warning (AEW) or Academic Watch (AW) status, as well as districts served on a fee-for-service basis or through opening sessions to additional districts as space allowed.

Quadrant 1: Data Analysis and School Improvement Planning

Over 500 districts participated in sessions devoted to data analysis, including state and local assessment data, student participation, attendance, graduation and other performance data, and demographic data. In addition, each school in AEW or AW status received assistance revising its school improvement plan based on their in-depth data review. Attendance for these data and plan development sessions numbered over 5600 participants.

Quadrant 2: Standards-aligned Curriculum, Instruction and Classroom Assessment

Over 170 districts reviewed the alignment of their classroom curriculum and instruction with the Illinois Learning Standards, through a specially-designed version of the successful Standards Aligned Classroom training and other alignment activities. Participants made use of ISBE materials including the performance descriptors for each grade level and the new assessment frameworks. Attendance for these sessions numbered over 2800.

Quadrant 3: Teacher and Administrator Enhancement

Focus in this quadrant was on data-gathering regarding teacher qualifications and assignments. In addition, the Illinois Principals Association conducted multiple training sessions for AEW and AW school principals on understanding the dynamics of poverty and its effects on culture, learning and the school environment. Over 300 districts and 2800 attendees participated.

Quadrant 4: Student, Family and Community Support Services

Over 100 districts participated in training sessions to bolster student support systems (such as Positive Behavioral Interventions and Supports), increase family involvement in schools, and establish sustainable school/community partnerships. Session attendance topped 1600.

School Boards

The Illinois Association of School Boards began training sessions for board members in status districts, to assist them in district planning to improve achievement. To date, IASB has conducted sessions involving over 200 board members.

This first year has laid the groundwork for more in-depth work in each of the SoS quadrants. Given the shortened timeframe, a great deal of action has begun in both AEW/AW districts and with other districts in a preventative manner. With the arrival of 2004 test data, we will be able to assess the extent to which SoS schools have made progress in improving their Adequate Yearly Progress calculations. A final report on Year 1 activities and results will be available in October 2004.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Karen Craven, Public Information Director

Agenda Topic: Academic Improvement Schools

Materials: List of Schools to be recognized

Staff Contact(s): Naomi Greene, Ann Keran

Purpose of Agenda Item

The purpose of this agenda item is to inform the Board of the 98 schools in Illinois who have met criteria for recognition as Academic Improvement Schools.

Expected Outcome(s) of Agenda Item

The Board will receive the list of schools meeting criteria. Following the Board meeting, Board members will attend a ceremony to recognize these schools for their achievement.

Background Information

At last month's meeting, Board members approved criteria by which schools would be recognized.

Northern Illinois University partnered with the Illinois State Board of Education to identify nearly 100 schools where students have made consistent academic improvement while meeting Adequate Yearly Progress criteria.

To receive an Academic Improvement Award, schools must:

- Have made Adequate Yearly Progress (AYP) in 2003, and
- Their state test results show an upward trend, and
- The school showed at least 7.5% improvement in scores between 2002 and 2003, OR
- There was at least 15% improvement in scores between 2001 and 2003.

The 7.5% improvement increments were selected to match the projected increase in annual academic performance targets under No Child Left Behind beginning in 2005.

The program is an extension of the Spotlight Schools honored last fall. Spotlight Schools are public schools that achieved high academic performance in an environment where a majority of students' come from low-income families.

The 98 schools will be recognized at three events. 38 schools will be recognized today; 44 in Chicago on June 8 and 17 in Mt. Vernon on June 9.

**ISBE ACADEMIC IMPROVEMENT
AWARDS**

CEREMONY SITES

| Chicago, June 8 | Springfield, May 19 | Mt. Vernon, June 9 |
|-----------------------------------|-------------------------------------|-----------------------------------|
| Chicago-Wacker Elem. School | Atlanta-Atlanta Elementary Sch. | Buncombe-Buncombe School |
| Chicago-Washington Elem. Sch. | Avon- Avon Grade School | Carmi-Carmi-White Cty. H. S. |
| Carpentersville-Golfview Elem. | Bement-Bement Middle School | Carterville-Carterville High Sch. |
| LaMoille-Allen Junior High Sch. | Canton- Westview Elementary | Mt. Olive-Mt. Olive High School |
| Polo-Centennial Elem. School | Catlin-Catlin Elem. School | Cahokia-Fort Bowman Academy |
| Chicago-Clark Elem. School | Cerro Gordo-Cerro Gordo H. S. | Galatia-Galatia Jr. High School |
| Chicago-Columbia Explorers | Cerro Gordo-Cerro Gordo Middle | Mounds-Meridian Elem. School |
| Calumet City-C. Moseley Braun | Champaign-Barkstall Elem. Sch. | Murphysboro-Carruthers Elem. |
| Chicago-Shabazz Charter Sch. | Champaign-Stratton Elem. Sch. | Hardin-Calhoun High School |
| Rock Island-Edison Jr. High Sch. | Delavan-Delavan Jr. High School | Cahokia-Morris Elem. School |
| North Aurora-Fearn Elem. Sch. | Divernon-Divernon High School | Sumner-Petty Elem. School |
| Elgin-Garfield Elem. School | Edinburg-Edinburg Jr. High Sch. | Kinmundy-South Central Elem. |
| South Beloit-Riverview Elem. | Farmer City-Schneider Elem. | Venice-Venice Elementary |
| Chicago-Metcalf Comm. Acad. | Galesburg-Lincoln Elem. Sch. | Dahlgren-Dahlgren Elem. Sch. |
| Kankakee- King Mid. Grade Sch. | Griggsville-Griggsville-Perry Prim. | Graymont-Graymont Elem. Sch. |
| Moline-Logan Elem. School | Hoopeston-Hoopeston Area Mid. | Coffeen-Coffeen Elem. School |
| Chicago-Madison Elem. School | Illioopolis-Illioopolis Elementary | Massac-Brookport Elementary |
| Chicago-Burr Elem. School | Jacksonville-Washington Elem. | |
| Chicago-Mayo Elem. School | Lacon-Lacon Elem. School | |
| Kankakee-Taft Primary School | Mendon-Unity Middle School | |
| Chicago-Leland Elem. School | Monmouth-Harding Primary Sch. | |
| Rockford-Nelson Elem. School | Mt. Zion-Mt.Zion Elem. School | |
| Aurora-ODonnell Elem. School | Murrayville-Murrayville-Woodson | |
| Plano-Plano Middle School | Nokomis-North Elem. School | |
| Waukegan-McCall Elem. School | Oakland- Lake Crest Elem. Sch. | |
| Sandwich-Prairie View Elem. | Oneida-Oneida Elem. School | |
| Chicago Heights-Kennedy Elem. | Paris-Wenz Elem. School | |
| Chicago-Holden Elem. School | Peoria-Glen Oak Primary Sch. | |
| Chicago-Shoemith Elem. Sch. | Peoria-Tyng Primary School | |
| Chicago-Budlong Elem. Sch. | Quincy-Berrian School | |
| Chicago-Everett Elem. School | Quincy-Dewey Elem. School | |
| Thomson-Thomson Elem. Sch. | Quincy-Washington Elem. Sch. | |
| Chicago-Salazar El. Bilingual Ctr | Sherman-Sherman Elem. School | |
| Reddick-Reddick Elem. School | Springfield-Ridgely Elem. School | |
| Serena-Serena Elem. School | Stronghurst-Southern Elem. Sch. | |
| Hampton-Hampton El/Kinmundy | Toluca-Fieldcrest Elem. West | |
| Chicago-Murphy Elem. School | Williamsfield-Williamsfield Elem. | |
| Somonauk-Wood Elem. School | | |
| Batavia-Wood Elem. School | | |
| Chicago-Zapata Elem. Academy | | |
| Aroma Park- Aroma Park Primary | | |
| Chicago-Barnard Math & Sci. Ctr. | | |
| Andalusia- Andalusia Elem. | | |
| Bureau- Leepertown Elem. Sch. | | |

Monthly Status Report on Rulemaking
June 2004

| Title and Part Number of Rules | Current Status | Action Needed This Month | Description/Comments |
|--|---|----------------------------------|--|
| <u>Standards for Certification in Specific Teaching Fields (Part 27)</u> | Rulemaking is complete; amendments took effect April 29, 2004 | None | Technical corrections |
| <u>Secular Textbook Loan (Part 350)</u> | Rulemaking is complete; amendments took effect May 3, 2004 | None | Inclusion of science kits; responds to P.A. 93-212 |
| <u>Public Schools Evaluation, Recognition and Supervision (Part 1)</u> | Rulemaking is complete; amendments took effect June 1, 2004 | None | Updating and clarification of certification-related provisions |
| <u>Certification (Part 25)</u> | Rulemaking is complete; amendments took effect June 1, 2004 | None | Revisions relevant to standards-based system; elimination of requirement for return receipt with notice from LPDCs; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332 |
| <u>Standards for Administrative Certification (Part 29)</u> | Rulemaking is complete; amendments took effect June 1, 2004 | None | Technical corrections and reorganization of requirements for director of special education |
| <u>School Technology Program (Part 575)</u> | Public comment period will end June 22, 2004 | None | Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368 |
| <u>Gifted Education (Part 227)</u> | Presented for initial review in this Board packet | Authorization for public comment | Repeal of entire Part in response to P.A. 93-21 |

| Title and Part Number of Rules | Current Status | Action Needed This Month | Description/Comments |
|---|---|----------------------------------|---|
| | | | |
| <u>Summer School for Gifted and Remedial Education (Part 230)</u> | Presented for initial review in this Board packet | Authorization for public comment | Elimination of references to gifted students in response to P.A. 93-21 |
| <u>Regional Offices of Education and Intermediate Services (Part 525)</u> | Presented for initial review in this Board packet | Authorization for public comment | Elimination of references to gifted students in response to P.A. 93-21 |
| <u>Driver Education (Part 252)</u> | Presented for initial review in this Board packet | Authorization for public comment | Certification of claims for reimbursement; responds to P.A. 93-55 |
| <u>Americans with Disabilities Act Grievance Procedure (Part 1300)</u> | Presented for initial review in this Board packet | Authorization for public comment | Establishment of grievance procedure to comply with federal regulations under the ADA |
| <u>Charter Schools (Part 650)</u> | Expect initial review in summer | None | Provisions regarding the closure of charter schools |
| <u>Nonpublic Special Education Facilities (Part 401)</u> | Expect initial review in summer | None | Technical updating to conform to rules for special education (Part 226) |
| <u>Public Schools Evaluation, Recognition and Supervision (Part 1)</u> | Expect initial review in fall | None | Accountability-related amendments under P.A. 93-470 and NCLB |
| <u>Vocational Education (Part 254)</u> | Expect initial review in fall | None | Comprehensive updating |
| <u>Program Accounting Manual (Part 110)</u> | Expect initial review after Auditor General conducts corresponding rulemaking | None | Responds to P.A. 92-544; transfer of responsibility for ROE audits |