



Illinois State Board of Education

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Weekly Message

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January 3, 2006

Weekly Message from State Superintendent Randy Dunn

Good afternoon. Welcome to 2006—I hope everyone had a great holiday break. And now, back to our program...

One of the benefits (I think?) of having some time off is to be able to catch up on the stack of professional reading on which I am continuously behind. I know many of you are the same way.

Here at ISBE we receive newsletters from numerous state departments of education around the country. I always like to take a quick read of these to see how other states are tackling the same issues we are attempting to address and to better sympathize with some of my colleague-state chiefs when we talk!

A few months ago, the Michigan Department of Education ran one in a set of related articles on how schools and districts can position themselves organizationally to better address the challenges of NCLB. Because of my own academic and professional interest in this area, I was especially enamored of Michigan’s guidelines around organizational structure.

I share these below for a number of reasons: For those of us charged with providing leadership to public schools, building organizational capacity to accomplish these outcomes should be our *raison d’ etre*. Furthermore, I just came out of a pre-briefing this afternoon regarding the 2006 *Quality Counts* report being publicly released by *Education Week* tomorrow; for Illinois to push ahead of the national pack on a variety of school climate and engagement variables, we will have to be about the business of doing the following more effectively. And I am of the belief that for Illinois, and the nation, to move beyond the general plateau we have hit on increasing student achievement and reducing the achievement gap, we must operationalize these guidelines at the local level. Finally, these can be viewed as “generative questions” to give direction to your efforts as school leaders to create change:

1. Does the organizational system have built-in time and space for collaborating with others around key issues of curriculum, instruction, and assessment (e.g., grade level teams, alternative schedule for students, shared planning, district inservice)?
2. Does the organizational system offer many opportunities for faculty and other stakeholders (e.g., parents, paraprofessionals, aides) to participate in multiple roles (e.g., mentor, coach, cooperating teacher, curriculum team leader, action researcher, support team leader)?
3. Is the organizational system designed to offer students extended opportunities to learn (e.g., summer schools, homework clubs, home/school literacy program, computer-assisted instruction, enrichment clubs)?

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4. Does the organizational system include structures in our building/district/classroom that are effective in including key stakeholders (parents, paraprofessionals, aides, students) as valued participants in the success of the school?
5. Is the organizational system, as currently implemented, effective in creating a strong “kid culture” — students value the school and what it offers; there are roles and niches for students to be valued participants; there is an esprit de corps and sense of pride among students?
6. Does the organizational system ensure that teachers have the resources, training, and support to make a difference through their work?
7. Does the organizational system provide adult stakeholders with mechanisms for giving feedback to leaders in a timely manner—and this feedback is heard, incorporated, and acted upon in a positive manner?
8. Do each of the structures in the organizational system (e.g., school improvement team, curriculum teams, data management teams) have effective leaders that emphasize and reinforce the core cultural values of disciplined inquiry, equity, dignity, collaboration, capacity building, continuous improvement, and problem-solving?
9. Does the organizational system scrutinize any proposed change to determine how it will impact each of the five subsystems, including data collection and management, teaching improvement?
10. Does the organizational system communicate to participants that they are in a school culture that emphasizes the value of each individual member and the importance of continuous improvement?

I hope these ideas spark your leadership thinking as we enter 2006. This information is part of a larger article examining five subsystems for school reform—leadership, curriculum, teaching, data collection, and organizational structure—and can be accessed at www.cenmi.org/Products.asp under the Focus on Results link, then to the “Curriculum and Instruction” topic area. (The material is in the public domain and may be copied when proper credit is given.)

Have a great week back!

Randy Dunn

Upcoming Deadlines

- *Albert Lee Wright, Jr. Memorial Scholarship* – **January 6, 2006**
- *Teaching American History Grant Program*—Notice of Intent to Apply **January 6, 2006**, Application **February 3, 2006**
- Waiver deadline – **January 13, 2006**
- National School Lunch Program Verification Summary Report – **January 18, 2006**
- Rulemaking Part 401 (Nonpublic Special Education Facilities), Deadline for Public Comment - **January 23, 2006**
- Biotechnology Institute outstanding project summary – **January 25, 2006**
- Illinois Association of Teachers of English (IATE) Best Illinois Poetry and Prose Contest - **January 31, 2006**
- Illinois Zero Waste School Program Grant – **February 1, 2006**
- Rulemaking Part 1 (Public Schools Evaluation, Recognition and Supervision), Deadline for Public Comment - **February 20, 2006**
- Rulemaking Part 25 (Certification), Deadline for Public Comment - **February 20, 2006**
- Rulemaking Part 305 (School Food Service), Deadline for Public Comment - **February 20, 2006**



NCLB

USDE Guidance on Two Percent Flexibility

United States Secretary of Education Spellings has announced guidance for the issue of assessing students with disabilities which will enable us to consider implementation of the “Two percent Flexibility” requirement outlined in May 2005.



At that time Illinois and all other states were informed of the option to seek a one year “proxy” number until the new assessment will be in place.

Secretary Spellings wrote, “While the Department was drafting this proposed rule, states that expressed interest in developing modified achievement standards and assessments were able to take advantage of interim flexibility. For the 2004-05 school year, 31 states met the Department's criteria and were permitted to exercise additional flexibility in determining AYP for the students with disabilities subgroup (based on assessments given during that school year). I am extending this flexibility for a second year to cover the period of time when members of the public are commenting on the proposed rule and the Department is issuing a final version.”

Illinois will need to apply for this flexibility, as happened in 2005, and will do so, providing updated information. As a result of this flexibility in 2005, 12 schools in Illinois made Adequate Yearly Progress in Reading and 12 in Math while 38 districts made Adequate Yearly Progress in Reading and 63 in Math.

Grants

Hurricane Katrina grants for Illinois schools

On December 30, 2005, President Bush signed into law the Hurricane Education Recovery Act. Among other things, the legislation will provide financial support for districts of up to \$6,000 per

student and \$7,500 per student served under the Individuals with Disabilities Education Act (IDEA).

Districts must count numbers of students displaced by Hurricane Katrina or Rita who were enrolled in both public and nonpublic schools within their.

The completed application will include the following information:

- the number of displaced students without disabilities enrolled in the district;
- the number of displaced students with disabilities enrolled in the district;
- the number of displaced students without disabilities enrolled in recognized *non-public* schools in the district; and
- the number of displaced students with disabilities enrolled in recognized *non-public* schools in the district.

Parents of displaced students enrolled in recognized *non-public* schools will submit a completed application to the public school district in which they currently reside or are staying. Each affected public school district will then include the information it receives from the parents of nonpublic students together with information regarding students enrolled in the district.

ISBE will submit the district applications to USDE, which will make four separate formula grants to ISBE for each student category reported.

While the applications are not yet available, we anticipate that USDE will be developing them very quickly. In preparation for what ISBE anticipates to be a very quick turnaround time for completion of these forms, we recommend that districts review records to be prepared to compile and submit applications to ISBE as soon as the forms become available.

Given the quick response of districts and recognized *non-public schools* in supplying evacuee information to ISBE last fall, we believe that Illinois educators are well ahead of the curve in gathering the information that will be required for this process.

The USDE expects to issue frequently asked questions (FAQs) in the near future. If you have any questions in the interim please **contact Darren Reisberg**, ISBE's Deputy General Counsel, at 312-814-2223.

Federal Grants Update

The Federal Fiscal Year 2006 budget <http://www.ed.gov/about/overview/budget/news.html#06action> but, in anticipation of an agreement, the agency has updated (as of November 28) its popular "Forecast for Funding Opportunities," which lists virtually all programs and competitions under which it has invited or expects to invite applications for new awards and provides actual or estimated dates for the transmittal of applications under these programs. For more information, please visit: <http://www.ed.gov/fund/grant/find/edlite-forecast.html>.

The Teaching American History Grant Program—which requires e-Application—supports projects to raise student achievement by improving teachers' appreciation and understanding of traditional American history. Grant awards assist school districts, in partnership with entities that have extensive content expertise (such as colleges and universities, libraries, and museums), to design, implement, and demonstrate "effective, research-based professional development programs." A notice of intent to apply is due January 6. The application is due February 3. For more information, please visit: <http://www.ed.gov/programs/teachinghistory/>.

Professional Development

The National Commission on Teaching and America's Future invites Illinois educators to a moderated discussion on strategies to give new teachers a strong start in Illinois.

The event, *Teaching Alone in a Flat World: Induction is Critical*, will be held at the University of Illinois at Chicago, 302 UIC Student Center East, 750 South Halsted Street, Chicago, Illinois on Wednesday, January 11, 2006 from 8 to 10:30 a.m.

A Continental breakfast will be served. The panel discussion members will include: **Arne**

Duncan, CEO, Chicago Public Schools; **Randy Dunn**, State Superintendent, Illinois State Board of Education; **Timothy Knowles**, Executive Director, Center for Urban School Improvement; **Amanda Rivera**, Director, CPS Teachers Academy; and **Steve Tozer**, Professor of Policy Studies, College of Education, University of Illinois at Chicago.

Hedrick Smith, Pulitzer Prize-winning former *New York Times* reporter and editor will serve as moderator.

Science teachers invited to share success stories

The Biotechnology Institute would like to highlight outstanding grassroots biotechnology education initiatives or projects in the Illinois at its Annual Education Conference in Chicago, April 6 through 9, 2006. The Institute is



particularly interested in projects that are a collaborative effort between the biotechnology industry and the education community and would be appealing to the news media.

The Biotechnology Institute's Education Conference coincides with the Biotechnology Industry Organization (BIO) Annual International Convention, being held April 9 through 12, 2006. The Institute's Education Conference offers teachers and students professional development opportunities such as workshops and competitions. The Biotechnology Institute is the national biotechnology education organization with a focus on active support for teachers and students to pursue studies, training, and careers in biotechnology in the pre-college through graduate years.

For more information about the Biotechnology Institute, visit <http://www.biotechinstitute.org/>. Science teachers are asked to submit a 50-word summary of an outstanding biotech education project to Gwen Pollock gpollock@isbe.net by January 25, 2006. All submitters will be eligible for participation in the Institute as well as other opportunities.

Preparing Technology-Proficient Educators in Illinois---a Federal PT3 Project

The Illinois Community College Board, in partnership with the Illinois Board of Higher Education, and the Illinois State Board of Education, manages a project called *Preparing Technology-Proficient Educators in Illinois*. The project is funded in part by the United States Department of Education through a *Preparing Tomorrow's Teachers to Use Technology (PT3)* grant. This exciting project serves as an access point for Illinois educators to find accurate information about infusing technology as an instructional tool in the classroom.

Since the inception of the grant, three web sites have been developed through partnerships with twelve community colleges, four universities, and five K-12 institutions in Illinois. The websites contain learning modules, articles, written and video testimonials, and many web-links to other teaching and learning resources. Workshops have been held statewide to share the many resources located on these sites with the educators of Illinois.

The Faculty Site received a 2004 Digital Education Achievement Award in the Teacher-Focused category from the Center for Digital Education. It has a simple, easy to use interface and 118 technology-infused modules for teachers to use in the area of communications, humanities, math and science. The Student Site was awarded a 2005 Digital Education Achievement Awards in the Student-Focused category. It is designed for sophomore-level students who are considering becoming a teacher.

The web sites include:

- Faculty Site- <http://www.iccb.org/pt3/> - College faculty. With adaptations, the site may be used by K-12 faculty.-This site assists educators with infusing technology into their curriculum. It contains over 100 teaching modules and many other resources.
- Student Site- <http://www.iccb.org/student/> - College students who are considering a career in teaching.-This site contains a wealth of resources that address issues currently important to pre-service teachers. There is a strong focus on technology.

- Mentoring Site- <http://www.iccb.org/mentor/> - New teachers and their mentors. Experienced faculty may also benefit from the resources.-Along with other resources, the site provides online mentoring for new teachers. Technology integration support is also available.
- If you wish to volunteer as an online mentor, contact **Todd Jorns** at tjorns@iccb.org.

Legal

Methamphetamine Protocol ensures drug endangered children are enrolled in school

Per Public Act 94-554, the Illinois State Board of Education (ISBE) has joined the Illinois State Police (ISP) and Department of Child and Family Services (DCFS) in their existing Methamphetamine Protocol, which provides for communication and concurrent investigations of clandestine methamphetamine labs.

ISBE will assist DCFS and any caregiver assigned to a drug endangered child to ensure that the affected children are enrolled in school. Caregivers for such children may, depending on the circumstances, rely on (a) federal and/or state homelessness laws and/or (b) any appropriate residency provision in the Illinois School Code (such as 105 ILCS 5/10-20.12b, 105 ILCS 5/14-1.11 or 5/14-1.11a). ISBE also has created an affidavit that may be used in certain residency situations: [http://www.isbe.net/accountability/pdf/85-51 affidavit.pdf](http://www.isbe.net/accountability/pdf/85-51%20affidavit.pdf) (also available in Spanish).

Direct residency questions, including those pertaining to drug endangered children to ISBE Accountability at 217-782-2948.

Note to all Mandated Reporters:

All school and medical personnel who work with children on a regular basis are *mandated reporters* under the Abused and Neglected Children Reporting Act (ANCRA) Where child abuse is suspected these personnel are required to contact DCFS immediately so that an investigation may begin. If any *mandated reporter* suspects a child may be living in or visiting a residence where a methamphetamine lab may be located or where methamphetamine is manufactured or being used, DCFS must be

notified immediately at **800-25-ABUSE** (800-252-2873). Please also refer to the Methamphetamine Protocol online at http://www.isbe.net/pdf/meth_guidelines_2006.pdf for further information.

Nutrition

National School Lunch Program verification summary report due

By November 15 of each year, all sponsors participating in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) must have selected and verified a sample of applications approved for free and reduced-price meal benefits. For details of the verification process, visit:

http://www.isbe.net/nutrition/htmls/forms_sbn.htm.

By January 18 of each year, per Federal regulations, all sponsors are required to submit a summary of these verification efforts electronically using the Verification Summary Report. Instructions are available under **What's New** at <http://www.isbe.net/nutrition>.

For technical assistance with the IWAS system, please contact ISBE's Technical Support Call Center at 217-558-3600. If you need assistance completing this report, please contact ISBE's Nutrition Programs Division at 217-782-2491.

New Training for schools that contract for meal services

The Nutrition Programs Division is offering a new workshop: *Contracting for School Meal Services in the National School Lunch Program: The Invitation for Bid and Contract Process*. This informative workshop is designed to assist school food authorities (SFAs) who contract for meal services with a food service management company or meal vendor in meeting all requirements associated with the Invitation for Bid and Contract process. Attendees will better understand the new three-step document submission and review process and receive hands-on training in developing Invitation for Bid and Contract documents that will meet federal and state regulations and statutes.

All SFAs conducting a new procurement for school meal services for the 2006-2007 school

year are highly encouraged to attend. SFAs considering contracting for school meal services should also attend. Attendees must be employees of the SFA (school or district). Pre-registration is required.

For information regarding workshop times, dates, and locations, or to pre-register go to <http://www.isbe.net/nutrition/htmls/workshops.htm>.

Funding and Disbursements

Final Fiscal Year 2006 State mandated categorical proration calculated



The final Fiscal Year (FY) 2006 State mandated categorical proration have been calculated and are listed below. The proration percentage represents the amount the State was able to reimburse local education agencies for eligible costs calculated per statutory formula in each program.

Please note that Special Education Extraordinary is not listed due to the fact that the law no longer requires the submission of a claim; however, the final FY 06 appropriation received for Extraordinary was funded at 92 percent of what was requested of the General Assembly.

Please direct questions to the staff person listed for each program in the Division of Funding and Disbursement Services at 217-782-5256:

- **Judy Conboy** – Special Education Personnel - 100 percent
- **Jodi Whitlow** – Special Education Private Facility - 88.2 percent
- **Beth Roughley** – Special Education Summer School - 99.5 percent
- **Jamie Johnson** – Special Education Transportation - 100 percent
- **Jamie Johnson** – Regular/Vocational Transportation - 95 percent
- **Jodi Whitlow** – Special Education Orphanage - 100 percent
- **Beth Roughley** – Regular Education Orphanage - 100 percent

Student Opportunities

Albert Lee Wright, Jr. Memorial Scholarship

Do you know of a high school or college student that is interested in pursuing a career in journalism, teaching journalism, or political science? Do these students have experience as migrant farm workers? If you answered "yes" to both of these questions, encourage these students to apply for the *Albert Lee Wright, Jr. Memorial Scholarship*.

The deadline to apply is Friday, January 6, 2006. A copy of the four page application and other details are online at: <http://www.isbe.net/bilingual>.

First Lady and Illinois Poet Laureate encourage young authors to participate in statewide writing contest

First Lady Patti Blagojevich and **Kevin Stein**, Illinois' Poet Laureate, today encouraged Illinois students to submit their original work to the Illinois Association of Teachers of English (IATE) Best Illinois Poetry and Prose Contest. The contest is open to students from 6th through 12th grades. Entries must be postmarked by January 31, 2006.

This is the second year the First Lady has partnered with IATE to promote the competition.



Stein, the fourth Poet Laureate since the creation of the post in 1936, gives frequent poetry readings around the state and maintains a website <http://poetlaureate.il.gov> to feature other Illinois poets, including young people. Coordinating a statewide writing contest for the youth of the state was one of his initial goals after being appointed in December 2003. He also serves as the Caterpillar Professor of English at Bradley University in Peoria.

The First Lady chaired the committee that chose Stein as Poet Laureate. The first place entries are published in the fall issue of the Illinois English

Bulletin, and a selection of the pieces will be posted on the Poet Laureate's website. The First Lady and Poet Laureate also send certificates of congratulations to the winners of the contest. Approximately 30 poetry and 30 prose entries win first place each year.

Only IATE member teachers can submit entries, which should be clear and legible on standard sized paper and postmarked by January 31, 2005. Poems are to be no longer than 40 lines and prose is to have no more than 1000 words, with no illustrations. A panel of judges, including the Poet Laureate, will read submitted work and choose the winners. Other rules can be found at <http://www.english.ilstu.edu/iate>. First place honorees will be notified in the summer of 2006.

Submit poetry to: IATE Poetry Contest, **Robin L. Murray**, Department of English, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

Submit prose to: IATE Prose Contest, **Kimberly M. Radek**, Division of English, Mathematics, and Education, Illinois Valley Community College, 2578 East 350th Road, Oglesby, Illinois 61348-1099.

Rules

Invitation to comment on Rules

Several sets of rules recently reviewed by the State Board of Education are currently available for public comment. These items have been posted on the agency's web site at <http://www.isbe.net/rules/>; choose "Proposed Rules and Amendments".

Under each section, click on **Summary of Action** for an overview of the proposed changes. Click on **Text of Rulemaking** for the complete text of the proposed rule change.

Parts affected include:

- Part 1 (Public Schools Evaluation, Recognition and Supervision), Deadline for Public Comment: February 20, 2006
- Part 25 (Certification), Deadline for Public Comment: February 20, 2006
- Part 305 (School Food Service), Deadline for Public Comment: February 20, 2006

- Part 401 (Nonpublic Special Education Facilities), Deadline for Public Comment: January 23, 2006

Please submit any comments or suggestions to rules@isbe.net.

Notice of Completed Rulemaking

Three other rulemaking items recently adopted by the State Board of Education are now in effect. These sets of Rules have been posted on the agency's web site at <http://www.isbe.net/rules/>. Choose **Rules Currently in Effect** and scroll to the relevant Part number. If you print only the affected Sections, remember to include the table of contents for the Part, which changes every time the Part is amended.

The three items are:

- **Public Schools Evaluation, Recognition and Supervision (Part 1) - Affected Sections:** 1.10, 1.20, 1.30, 1.40, 1.50, 1.60, 1.70, 1.75, 1.80, 1.85, 1.90, 1.95, and 1.100 - **Effective Date:** November 23, 2005
- **Reading Improvement Program (Part 260) - Affected Sections:** 260.50 and 260.55 - **Effective Date:** November 29, 2005
- **Providers of Supplemental Educational Services (Part 675) - Affected Sections:** All - **Effective Date:** November 23, 2005

Illinois School Purchasing Network

New Classroom and Office Supplies Contract

Illinois Public Schools and Regional Offices of Education who are registered with U.S. Communities may use a new comprehensive contract for classroom and office supplies effective January 2, 2006. The new contract was awarded by Los Angeles County, California to Office Depot through the U.S. Communities Governmental Purchasing Alliance.

This entirely new contract provides improved pricing and a much more comprehensive range of classroom and office supplies. Office Depot has added over one thousand new classroom products to their general catalog and the core list of classroom products now includes over 850

high-use products...an increase of over 70 percent. Overall core-list pricing has been improved by three to 12 percent and there have also been several additions to the contract to provide even greater value, including copy and print services which are now available from Office Depot retail locations and a new 800 page catalog of promotional products. To make the contract even easier to use, Office Depot will now offer a seasonal order entry system which allows schools to enter their supply orders during the current school year for delivery at the beginning of the following new school year.

The Classroom and Office Supplies contract results from an extensive evaluation of several proposals. The evaluation team included a cross section of school districts and public agencies from around the country and several have indicated that overall savings may be as much as 10 percent through the new contract due to product expansion and pricing improvements.

For more information on the new contract, http://www.uscommunities.org/product_category/office_supplies.htm.

To contact Office Depot, phone: 800-890-4914, press 1 then 3202. To register with U.S. Communities, go to: https://secure.cacommunities.com/uscommunities/register_participate.htm

ISBE employment opportunities

External Vacancy List

An External Vacancy List for the Illinois State Board of Education is available at: <http://www.isbe.net/hr/pdf/positions.pdf>

In the News

Weekly news clips

Highlights from last week's education news clips are posted at: <http://www.isbe.net/news/2005/newsclips/051230.htm>

