MAY 16, 2013

9:00 a.m. – 10:00 a.m.  School Funding Working Group
10:00 a.m. – 12:00 p.m. Convene Plenary Session
    Board Room, 4th Floor
12:00 p.m. – 1:00 p.m.  Lunch
    4 North A & B
1:00 p.m. – 4:00 p.m.  Plenary Session
    Board Room, 4th Floor
*4:00 p.m.   Closed Session (as needed)
    Board Conference Room

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

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education.

Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.
NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
May 16, 2013
9:00 a.m.

I. School Funding Working Group

Plenary Session
10:00 a.m.

This meeting will also be audio cast on the Internet at: www.isbe.net

II. Roll Call/Pledge of Allegiance
   A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

III. Presentations/Showcases
   A. Common Core Presentation
   B. Update on the Longitudinal Data System

IV. Public Participation

V. Resolutions & Recognition
   A. Paula Davis, Superintendent, Pekin Community High School District 303 (p. 5)
   B. Dr. Lawrence Carlton, Superintendent, Henry-Senachwine Community Unit School 5 (p. 6)
   C. Illinois ACT College and Career Readiness Exemplar, Urbana High School (p. 7)
   D. Illinois ACT College and Career Readiness Exemplar, Harper College (p. 8)
   E. Illinois ACT College and Career Readiness Exemplar, Fabric Images Inc. (p. 9)
   F. Illinois ACT College and Career Readiness Exemplar, Roman M. Martin, West Leyden High School (p. 10)
   G. Funding Formula Resolution (p. 11)

VI. *Superintendent’s Report - Consent Agenda

   All action consideration items listed with an asterisk (*) are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.

   A. *Approval of Minutes:
      1. Plenary Minutes: April 16, 2013 (pp. 12-15)

   B. *Rules for Initial Review
      1. Part 65 (New Teacher Induction and Mentoring) (pp. 16-52)
      2. Part 75 (Agricultural Education Program) (pp. 16-52)
      3. Part 140 (Calculation of Excess Cost under Section 18-3 of the School Code) (pp. 16-52)
      4. Part 210 (Illinois Hope and Opportunity Pathways to Education Program) (pp. 16-52)
      5. Part 228 (Transitional Bilingual Education) (pp. 53-83)

   C. *Rules for Adoption
      1. Part 35 (Mentoring Program for New Principals) (pp. 84-90)
      2. Part 375 (Student Records) (pp. 91-105)
      3. Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) (pp. 106-116)
D. *Contracts and Grants Over $1 Million
   1. Approval of Contract: ELL Professional Development, Illinois Resource Center (pp. 117-120)
   2. Approval of Intergovernmental Agreement: Illinois Virtual School, Peoria County ROE (pp. 121-125)
   3. Request for RFSP: SIS Maintenance, IBM (pp. 126-128)
   4. Request for RFSP: Migrant Education Program Coordination (pp. 129-132)
   5. Request for RFSP: Illinois Longitudinal Data Systems Data Warehouse (pp. 133-136)

E. *Amended FY13 Audit Plan (pp. 137-138)

End of Consent Agenda

F. Value Table for Growth Measure Accountability (pp. 139-143)

G. Lemont-Bromberek Community School District 113A Financial Plan (pp. 144-200)

VII. Discussion Items
   A. Legislative Update (pp. 201-204)
   B. Other Items for Discussion

VIII. Announcements
   A. IBHE Liaison Report
   B. P-20 Council Liaison Report
   C. Superintendent's/Senior Staff Announcements
   D. Chairman’s Report
   E. Member Reports

IX. Information Items
   A. ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm)

X. Adjourn

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NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
Illinois State Board of Education
RESOLUTION

Honoring
Paula S. Davis
May 2013

WHEREAS, Paula began her career as a Physical Education and Social Studies teacher at Edison Junior High School in Pekin and then served as a Guidance Counselor at Pekin Community High School for six years; and

WHEREAS, Paula has served the students, staff and community of District 303 from 1988 until 2013; and

WHEREAS, Paula began her administrative role in 1998 as the Assistant Superintendent of Instruction and Personnel and held that title until 2005 when Paula was named Superintendent of Pekin Community High School District 303; and

WHEREAS, Paula worked tirelessly on the planning for an addition to the East Campus which ultimately linked the two previously separate high school campuses together; and

WHEREAS, Paula has been a supportive leader of one of Illinois’ largest Career Technical Education programs located on the campus of Pekin High School; and

WHEREAS, Paula’s insight and forward-thinking has provided and maintained a comprehensive educational arena for all District 303 students; and

WHEREAS, Paula has been an active and invaluable member of several professional organizations, served on many statewide task forces, and received numerous awards and honors for her work and dedication to the Pekin community; and

NOW, THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Paula S. Davis for her commitment to the students and community of District 303 and for her numerous contributions to the field of education.

Gery J. Chico, Chairman
Steven R. Gilford, Vice Chairman
Vinni M. Hall, Secretary

James W. Baumann, Member
Curtis W. Bradshaw, Member
Andrea S. Brown, Member

David L. Fields, Member
Melinda A. LaBarre, Member
WHEREAS, Dr. Lawrence Carlton (Larry) has selflessly devoted the past 27 years to the students, parents, teachers, administrators and community members of a variety of Illinois school districts; and

WHEREAS, Larry began his career teaching high school Driver’s Education and Physical Education at Saunemin High School; and

WHEREAS, Larry’s next teaching position was in the Ashland-Chandlerville School District where he assumed the duties of Athletic Director in addition to his teaching responsibilities; and

WHEREAS, Larry earned his Master’s in Education Administration in 1990 and then went on to becoming Assistant Principal/Athletic Director with Manito Forman Consolidated Unit District 123 and then served as Principal of Colchester Junior/Senior High School; and

WHEREAS, Larry was an avid grant writer which resulted in his ability to improve services for students and at-risk youth; and

WHEREAS, Larry became Principal of Delavan High School and earned his Superintendent endorsement during his time there; and

WHEREAS, Larry has served as Superintendent of Delavan CUSD 703, Prophetstown-Lyndon-Tampico CUSD 3, Knoxville CUSD 202 and finally, Henry-Senachwine CUSD 5: and

NOW, THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Dr. Lawrence Carlton for his commitment to the students and communities of Illinois and for his numerous contributions to the field of education.

Gery J. Chico, Chairman  Steven R. Gilford, Vice Chairman  Vinni M. Hall, Secretary

James W. Baumann, Member  Curtis W. Bradshaw, Member  Andrea S. Brown, Member

David L. Fields, Member  Melinda A. LaBarre, Member
Illinois State Board of Education
RESOLUTION

Honoring
Urbana High School
May 2013

WHEREAS, a primary goal of the Illinois State Board of Education is to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education; and

WHEREAS, ACT Inc. created the College and Career Readiness Campaign, which aligns with the Illinois State Board of Education’s goal to ensure student success beyond the secondary level; and

WHEREAS, Urbana High School is hereby recognized as being an exemplary high school that is dedicated to providing excellent educational opportunities that advance student preparedness for college and careers and has been selected as Illinois’ candidate for ACT’s College and Career Transition Award; and

WHEREAS, Urbana High School has created an environment that is a professional learning community where educators are committed to doing whatever it takes to help all students succeed; and

WHEREAS, Urbana High School offers a wide variety of student support and unique academic opportunities coupled with rigorous coursework that has earned Urbana High School the reputation of being a leader in school improvement initiatives that support student learning; and

WHEREAS, Urbana High School students’ regularly earn ACT scores above the state average, have a higher graduation rate and a lower dropout rate than the state average, and whose administrators and staff share the State Board’s vision and dedication to helping children be prepared for life beyond the classroom.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Urbana High School for its commitment to the students and the community it serves and for its numerous contributions to the field of education.

_______________________   _________________________     _______________________
Gery J. Chico, Chairman   Steven R. Gilford, Vice Chairman   Vinni M. Hall, Secretary

_______________________   _________________________     _______________________
James W. Baumann, Member   Curtis W. Bradshaw, Member   Andrea S. Brown, Member

_______________________   _________________________
David L. Fields, Member   Melinda A. LaBarre, Member
WHEREAS, a primary goal of the Illinois State Board of Education is to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education; and

WHEREAS, ACT Inc. created the College and Career Readiness Campaign, which aligns with the Illinois State Board of Education’s goal to ensure student success beyond the secondary level; and

WHEREAS, Harper College is hereby recognized as being an exemplary community college that is dedicated to providing excellent educational opportunities that advance student readiness for careers and has been selected as Illinois’ candidate for ACT’s Career Preparedness Award; and

WHEREAS, Harper College has been a leader in promoting personal growth, enriching the local community and meeting the challenges of a global society while providing the first two years of baccalaureate education in the liberal and fine arts, the natural and social sciences and pre-professional curricula designed to prepare students for a successful transition to four-year colleges and universities; and

WHEREAS, Harper College has built a strong partnership with the elementary schools in the district under the No Excuses University Program that promotes college readiness for every child, including those most at-risk due to socio-economic status and language barriers; and

WHEREAS, Harper College has been an enthusiastic and innovative educational partner with school staff, community members and students that shares the State Board’s vision and dedication to helping children be prepared for life beyond the classroom.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Harper College for its commitment to the students and the community it serves and for its numerous contributions to the field of education.
WHEREAS, a primary goal of the Illinois State Board of Education is to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education; and

WHEREAS, ACT Inc. created the College and Career Readiness Campaign, which aligns with the Illinois State Board of Education’s goal to ensure student success beyond the secondary level; and

WHEREAS, Fabric Images Inc. is hereby recognized as being an exemplary employer that advances successful readiness for careers and has been selected as Illinois’ candidate for ACT’s Workplace Success Award; and

WHEREAS, Fabric Images has been a major community advocate for linking educational endeavors to the workplace and has been named by the local Chamber of Commerce as Business of the Year for efforts in furthering economic development through educated employees; and

WHEREAS, Fabric Images staff has participated in presentations to both school staff and students that creates a link between education and business; and

WHEREAS, Fabric Images has been a cooperative and enthusiastic business partner who shares the State Board’s vision and dedication to helping students be prepared for life beyond the classroom.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Fabric Images Inc. for its commitment to the students and communities of Illinois and for its numerous contributions to the field of education.

Gery J. Chico, Chairman
Steven R. Gilford, Vice Chairman
Vinni M. Hall, Secretary

James W. Baumann, Member
Curtis W. Bradshaw, Member
Andrea S. Brown, Member

David L. Fields, Member
Melinda A. LaBarre, Member
Illinois State Board of Education
RESOLUTION

Honoring
Roman M. Martin
May 2013

WHEREAS, a primary goal of the Illinois State Board of Education is to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education; and

WHEREAS, ACT Inc. created the College and Career Readiness Campaign, which aligns with the Illinois State Board of Education’s goal to ensure student success beyond the secondary level; and

WHEREAS, Roman M. Martin is hereby recognized as being an exemplary high school student at West Leyden High School who has excelled in academics and extracurricular activities alike and who describes himself as ‘determined’; and

WHEREAS, Roman’s ‘determination’ has earned him the Illinois State Board of Education’s nomination for ACT’s Student Readiness Award; and

WHEREAS, Roman’s commitment to learning has earned him membership into the Spanish Honors Society, the National Honors Society, the History Honors Society and the Math Team; and

WHEREAS, Roman has also been a valuable asset as a mentor for ACCESS, the freshman support program where he helps younger students to not only adjust but to thrive in the high school setting, which reflects the State Board’s vision and dedication to helping children be prepared for life in the classroom and beyond.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere respect to Roman M. Martin for his commitment to learning and to helping his fellow students gain skills that will help them on their own journey to success. Congratulations Roman and the best of luck in your future endeavors.

Gery J. Chico, Chairman                      Steven R. Gilford, Vice Chairman                      Vinni M. Hall, Secretary

James W. Baumann, Member                      Curtis W. Bradshaw, Member                      Andrea S. Brown, Member

David L. Fields, Member                      Melinda A. LaBarre, Member

Plenary Packet - Page 10
Illinois State Board of Education
RESOLUTION

May 2013

The Illinois State Board of Education recognizes the financial crisis that confronts our state and the limited funds currently available to support K-12 school districts.

The Illinois State Board of Education recognizes the harmful effect that the state’s underfunding of K-12 education and the resulting proration of General State Aid payments has on school districts, particularly impoverished school districts with little local wealth and large concentrations of low-income students that rely most heavily on state financial support.

The Illinois State Board of Education also recognizes the challenges school districts confront as state, local and federal financial support diminishes while expectations climb for students, educators and schools.

For these reasons, the Illinois State Board of Education resolves to work with the General Assembly to support the full funding of K-12 education and provide an adequate public education to every student statewide. However, if the state continues to underfund K-12 education, then the Illinois State Board of Education resolves to collaborate with the General Assembly to develop alternative strategies for Fiscal Year 2015 that could serve to more equitably spread budget reductions among school districts and minimize adverse impacts to those in distress.

Gery J. Chico, Chairman
Steven R. Gilford, Vice Chairman
Vinni M. Hall, Secretary

James W. Baumann, Member
Curtis W. Bradshaw, Member
Andrea S. Brown, Member

David L. Fields, Member
Melinda A. LaBarre, Member
Illinois State Board of Education Meeting
via video conference
April 16, 2013

Chicago Location: ISBE Video Conference Room, 14th Floor
100 W. Randolph, Chicago, IL

Springfield Location: ISBE Video Conference, 3rd Floor
100 N. First Street, Springfield, IL

ROLL CALL

Mr. Gery Chico, Chairman, called the meeting to order at 10:06 a.m. Chairman Chico asked Ms. Katherine Galloway to call the roll. Dr. Christopher Koch, State Superintendent of Education, was in attendance in Springfield. A quorum was present.

Members Present in Springfield
Dr. Andrea Brown
Dr. David Fields
Ms. Melinda LaBarre

(joined meeting at 10:12 a.m.)

Members Present in Chicago
Mr. Gery Chico, Chairman
Mr. Steven Gilford, Vice Chairman

Members Present by Phone
Mr. Curt Bradshaw
Dr. Vinni Hall

Chairman Chico recognized Susan Sarfaty, Superintendent of Regional Office of Education #50 St. Clair County and Jane Quinlan, Superintendent of Regional Office of Education #9 Champaign–Ford Counties.

PUBLIC PARTICIPATION

Chairman Chico recognized Susan Sarfaty, Superintendent of Regional Office of Education #50 St. Clair County and Jane Quinlan, Superintendent of Regional Office of Education #9 Champaign–Ford Counties.

Chicago Public Participation

Michelle Villegus of Equity in Education spoke on the concerns the group has on funding of education in the city of Chicago.

John Moss, Retired Administrator from Glenbard School District spoke in support of the proposed initiatives for Special Education Rules Part 226 and asked that the State Board initiate some guidance around the Part 226 Rules on how the districts should proceed.

PRESENTATIONS/SHOWCASES

Robin Steans, Executive Director of Advance Illinois shared with the Board members a PowerPoint on school funding issues that are of great concern in Illinois. Issues discussed included, proration, cuts to state education funding, General State Aid and the Foundation Level.

Ms. Steans was assisted by Miguel del Valle, Former State Senator and Chair of the Senate Education Committee, City Chair and Current Chair of the P-20 Council and Board Member of Advance Illinois and Marin Gjaja, Managing Director for the Boston Consulting Group for the Midwest.

Deb Strauss from the Illinois Parent Teachers Association spoke on the Real Learning for Real Life Campaign and ways in which it supported the outreach efforts of the Illinois State Board of Education for the Common Core Standards.

Dr. Proshanta Nandi shared with the Board a written summary of IBHE meeting highlights.
CLOSED SESSION

Mr. Gilford moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and

Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board,

I further move that the Board may invite anyone they wish to have included in this closed session. Dr. Fields seconded the motion and it passed with a unanimous roll call vote.

The Board recessed for lunch at 11:40 a.m. and entered into closed session at 11:50 a.m. and reconvened from closed session at 12:40 p.m.

CONSENT AGENDA

Motion:
Dr. Hall moved that the State Board of Education hereby approve the consent agenda as presented. Mr. Gilford abstained from agenda item V.D.7. Contracts and Grants over $1 Million, Approval of Intergovernmental Agreement: Illinois Board of Higher Education, but wished to vote yes on the remainder of the consent agenda items. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

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

Approval of Minutes
The State Board of Education hereby approves the minutes for the March 20, 2013, board meeting.

Rules for Adoption
Part 25 (Certification)
(23 Illinois Administrative Code 25)
The State Board of Education hereby adopts the proposed rulemakings for Part 25, including any recommendations for changes made as a result of public comment. Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 405
Payments to Certain Facilities under Section 14-7.05 of the School Code
(23 Illinois Administrative Code 405)

Part 475
Contested Cases and Other Formal Hearings
(23 Illinois Administrative Code 475)

Part 565
Class Size Reduction Grants
(23 Illinois Administrative Code 565)

The State Board of Education hereby adopts the proposed rulemakings for Parts 405, 475 and 565. Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.
Proposed amendments to Parts 405, 475, and 565 made technical changes to align terminology in the rules to the new licensure system to take effect July 1, 2013.

**Contracts and Grants Over $1 Million**

**Approval of Contract:**

**Harrisburg, Regional Office of Education**
The State Board hereby authorizes Agency staff to renew the current contract with the Regional Office of Education #20–Harrisburg Project through June 30, 2014 and to increase the contract’s maximum amount not to exceed $1,880,529. This contract is for the Illinois Special Education Child Tracking and Personnel Reimbursement Database Program.

**Approval of Contract:**

**Illinois State University**
The State Board hereby authorizes agency staff to renew the contract in FY14 for $298,000 with Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The total contract will not exceed $1,380,725.

**Approval of Contract:**

**Hupp Information Technologies**
The State Board hereby authorizes the State Superintendent to renew the agreement with Hupp Information Technologies through June 30, 2014 and to add an additional $338,720 for a contract maximum, not to exceed, $3,578,720 for the support, maintenance and enhancement of the ELIS system.

**Approval of Grant:**

**McKinney-Vento Homeless Lead Area Liaisons**
The State Board hereby authorizes the State Superintendent to release an RFP whereby six entities are expected to receive a competitive McKinney-Vento Homeless Children and Youth Grant which exceeds $1 million over the term of the three year grant cycle (i.e., FY 2014 – 2016).

**Approval of Grant:**

**College Board**
The State Board hereby authorizes the State Superintendent to enter into an agreement with the College Board whereby it is expected to exceed $1 million over the term of the grant. The total amount of the grant is $2,200,000 with an end date of April 30, 2014.

**Request for RFSP:**

**PERA Pre-Qualification Training**
The State Board hereby authorizes agency staff to release an RFSP for the purpose of entering into a contract for PERA Pre-Qualification Training. The contract will extend from July 1, 2013, or upon execution, whichever is later, until June 30, 2014, with four possible one-year renewals. The contract will be considered a no-cost contract.

**Approval of Intergovernmental Agreement:**

**Illinois Board of Higher Education**
The State Board hereby authorizes the State Superintendent to increase the intergovernmental agreement with the Illinois Board of Higher Education and extend the end date to June 30, 2014 with an amount not to exceed the original amount of $1,068,721 in total.
Approval of Intergovernmental Agreement:  
Illinois Community College Board  
The State Board hereby authorizes the State Superintendent to amend the intergovernmental agreement with the Illinois Community College Board and extend the end date to June 30, 2014 with an amount not to exceed the original amount of $1,506,918 in total.

END OF THE CONSENT AGENDA

CAHOKIA UNIT SCHOOL DISTRICT #187 FINANCIAL PLAN  
Ms. LaBarre moved that the State Board of Education hereby authorize the approval of the Financial Plan for the Cahokia Community Unit School District 187 as presented and furthermore authorizes the Cahokia CUSD 187 to issue Fire Prevention and Safety Bonds in an amount not exceed $595,000. Dr. Hall seconded the motion and it passed with a unanimous roll call vote.

APPROVAL OF CONSENT DECREES WITH EAST ST. LOUIS SCHOOL BOARD  
Dr. Brown moved that the State Board of Education hereby approves the consent decree with the East St. Louis School Board that will resolve litigation brought by the local board members, while retaining State Board control of the local district. Dr. Fields seconded the motion and it passed with a unanimous roll call vote. Dr. Fields seconded the motion and it passed with a unanimous roll call vote.

APPROVAL OF INTERGOVERNMENTAL AGREEMENT: EAST ST. LOUIS SCHOOL DISTRICT  
Dr. Brown moved that the State Board of Education in accordance with PA 98-001, approves entering into an Intergovernmental Agreement with East St. Louis School District 189 in the amount of $9,000,000 through June 30, 2013. Dr. Fields seconded the motion and it passed with the previous roll call vote.

DISCUSSIONS ITEM  
Legislative Update  
Nicki Bazer, General Counsel provided the Board with a summary of matters before the General Assembly. Ms. Bazer noted that she and Dr. Koch will be testifying before the Education Committee this afternoon and they are hoping to get the Independent Authority Status (Intervention Bill) legislation out of committee today.

ANNOUNCEMENTS  
Chairman Chico reported that he along with Superintendent Koch, Andrea Brown, Dave Fields and Melinda LaBarre attended the Senate and House Appropriations Committee Hearings last week. Dr. Fields commented that it was a great experience to be at the hearings and to share in the conversations.

Chairman’s Report  
Chairman Chico asked board members, Jim Baumann, Curt Bradshaw, Andrea Brown and Vinni Hall to serve on a funding formula working group.

Member Reports  
Ms. LaBarre congratulated the newly elected school board members throughout the state.

MOTION FOR ADJOURNMENT  
Dr. Fields moved that the meeting be adjourned. Dr. Hall seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 1:07 p.m.

Respectfully Submitted,

Dr. Vinni Hall  
Board Secretary

Mr. Gery J. Chico  
Chairman
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer
Robert Wolfe, Chief Financial Officer
Nicki Bazer, General Counsel

Agenda Topic: Action Item: Proposed Amendments for Initial Review:
Part 65 (New Teacher Induction and Mentoring)
Part 75 (Agricultural Education Programs)
Part 140 (Calculation of Excess Cost under Section 18-3 of the
School Code)
Part 210 (Illinois Hope and Opportunity Pathways through Education
Program)

Materials: Recommended Rules

Staff Contacts: Beth Hanselman, Assistant Superintendent (Part 210)
Tim Imler, Division Administrator (Part 140)
Dora Welker, Division Administrator (Part 75)
Linda Tomlinson, Assistant Superintendent (Parts 65)

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

Relationship to/Implications for the State Board’s Strategic Plan
None of these sets of proposed amendments relates to the Board’s Strategic Goals since they are technical changes only to align the wording of the rules to the terminology used in the licensure system.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on each set of proposed amendments.

Background Information
P.A. 97-607, effective August 26, 2011, changes the current system of teacher, administrator and school service personnel certification set forth in Article 21 of the School Code to a licensure system (Article 21B of the School Code). More than a dozen sets of the agency’s rules refer to “certification” in some manner. References to certification and related terms will need to be changed to align each of these sets of rules to the licensure system, which will become effective July 1, 2013.

These proposed changes are being brought to the Board as a group since they contain technical changes only. Staff will bring additional sets of rules to the Board over the next several months, as other modifications to those rules become necessary or as staff’s work load permits.
Part 65 addresses licensure issues; therefore, the rulemaking was provided to the State Educator Preparation and Licensure Board at its meeting on May 3, 2013, as an informational item only. Given the technical nature of the proposed amendments, no action by the Licensure Board was needed.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**
Policy Implications: Please see “Background” above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed changes will align the rules to current statute by eliminating references to the certification process.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

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

- New Teacher Induction and Mentoring (23 Illinois Administrative Code 65),
- Agricultural Education Programs (23 Illinois Administrative Code 75),
- Calculation of Excess Costs under Section 18-3 of the School Code (23 Illinois Administrative Code 140), and
- Illinois Hope and Opportunity Pathways through Education Program (23 Illinois Administrative Code 210),

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 Weekly Message* and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
PART 65
NEW TEACHER INDUCTION AND MENTORING

SUBPART A: GENERAL PROVISIONS

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

SUBPART B: BEGINNING TEACHER INDUCTION GRANT PROGRAM

Section
65.110  Purpose and Applicability
65.120  Eligible Applicants
65.130  Program Specifications
65.140  Initial Application Procedure
65.150  Criteria for the Review of Initial Applications
65.155  Application Content and Approval for Continuation Programs
65.160  Allocation of Funds
65.170  Terms of the Grant

65.APPENDIX A  Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs
65.APPENDIX B  Illinois Induction Program Continuum


Section 65.20 Requirements of the Plan; Program Specifications

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

1) When the level of funding is insufficient to provide grants to each eligible entity in the State, a Request for Proposals (RFP) will be issued to solicit applications from eligible entities, and applications will be considered for funding based on the extent to which they meet the criteria set forth in Section 65.150 of this Part.

2) When the level of funding is sufficient to fund all eligible entities in the State, a request for applications will be issued and each school district whose plan meets the requirements of Article 21A of the School Code and this Part will receive a grant in an amount equal to at least the amount specified in Section 21A-25 of the School Code.

b) In accordance with Section 21A-20 of the School Code, each plan approved for a beginning teacher induction grant shall:

1) assign a mentor teacher to each beginning teacher for a period of at least 2 school years, providing sufficient time for the beginning teacher and mentor to engage in mentoring activities;

2) align with the Illinois Professional Teaching Standards, content area standards and the employing entity’s existing local school improvement and professional development plans, if any. In order to demonstrate the alignment required by this subsection (b)(2), each plan shall discuss the relationship among the services and experiences that will be available to beginning teachers, the content-area standards applicable to their respective fields of certification or licensure endorsement, as applicable,
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

or assignment (see 23 Ill. Adm. Code 20, 21, 26 and 27), and the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24);

3) address all of the following elements and how they will be provided:
   A) mentoring and support of the beginning teacher;
   B) professional development specifically designed to ensure the growth of the beginning teacher’s knowledge and skills and accelerate the beginning teacher’s practice; and
   C) formative assessment designed to ensure feedback and reflection, which must not be used in any evaluation of the beginning teacher; and

4) describe the role of mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher shall demonstrate the best practices in teaching his or her respective field of practice. A mentor teacher may not directly or indirectly participate in the evaluation of a new teacher pursuant to Article 24A of the School Code or the evaluation procedure of the public school.

c) Each plan shall meet the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs set forth in Appendix A of this Part and further amplified in Section 65.150 of this Part.

(Source: Amended at 37 Ill. Reg. ______, effective ___________)

SUBPART B: BEGINNING TEACHER INDUCTION GRANT PROGRAM

Section 65.130 Program Specifications

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

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

2) professional development for recipient teachers, mentors, and administrators who have roles in the program;
3) formative assessment of beginning teachers’ practice with respect to the Illinois Professional Teaching Standards and the content-area standards relevant to their respective fields of assignment; and

4) the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. (See Appendix A of this Part.)

b) Each program shall serve no fewer than 10 beginning teachers. If fewer than 10 teachers are proposed to be served, the applicant may either:

1) participate in a beginning teacher induction program as part of a joint application; or

2) provide in its application a specific rationale for the reduction that demonstrates that the applicant has sufficient resources, in addition to funding received under this Subpart B, and adequate personnel to continue the program and provide each beginning teacher with adequate attention and support comparable to what would be provided in a larger program.

c) Each beginning teacher shall have, at the time he or she begins the program, less than two years’ teaching experience and hold an initial or a provisional early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate issued pursuant to Article 21 of the School Code [105 ILCS 5/Art. 21] or a professional educator license endorsed for early childhood, elementary, secondary, special K-12, or special preschool-age 21 issued pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B], as applicable. An individual seeking a professional educator license under the provisions of Section 21B-35 of the School Code [105 ILCS 5/21B-35] and holding an educator license with stipulations endorsed for provisional educator in early childhood, elementary, secondary, special K-12, or special preschool-age 21 also may participate if he or she has less than two years’ teaching experience.

d) Subject to the exceptions of this subsection (d), each program shall be designed to ensure that each beginning teacher spends no less than 40 hours with the mentor assigned, including both classroom observation of the beginning teacher by the mentor and other interactions between these individuals.

1) During a teacher’s first year of the program, at least 30 hours of contact between the teacher and mentor shall be face to face, either one on one or
in another configuration, and the remaining interactions may be through electronic means, such as web-based applications, telephone or video.

2) During a teacher’s second year of the program, a minimum of 30 hours of contact is required, of which at least 20 hours shall be face to face.

e) Each program shall provide for the development of an individual learning plan for each beginning teacher served and for the provision of professional development that is directly related to the needs identified in the individual learning plan.

(Source: Amended at 37 Ill. Reg. ______, effective ____________ )
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 75
AGRICULTURAL EDUCATION PROGRAM

SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section
75.10 Purpose and Applicability
75.20 Eligible Applicants
75.30 Application Procedure
75.40 Program Specifications; Allowable Expenditures
75.50 Criteria for the Review of Proposals; Allocation of Funds

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section
75.200 Purpose and Applicability
75.210 Eligible Applicants
75.220 Program Goals and Minimum Standards
75.230 Quality Indicators
75.240 Determination of Individual Grant Allocations
75.250 Application Procedure
75.260 Terms of the Grant

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION PROGRAMS

Section
75.300 Purpose and Eligible Applicants
75.310 Program Goals and Minimum Standards
75.320 Quality Indicators
75.330 Determination of Individual Grant Allocations
75.340 Application Procedure
75.350 Terms of the Grant

SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION
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Section
75.400  Purpose and Objectives
75.410  Eligible Applicants
75.420  Application Procedure for Initial Proposals
75.430  Criteria for the Review of Initial Proposals; Allocation of Funds
75.435  Application Content and Approval for Continuation Programs
75.440  Terms of the Grant

AUTHORITY: Implementing Sections 2-3.80 and 2-3.80a of the School Code and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.80, 2-3.80a and 2-3.6].


SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section 75.40  Program Specifications; Allowable Expenditures

Funds provided pursuant to this Subpart A may be expended only for activities and initiatives conducted in accordance with Section 2-3.80a(b) of the School Code and this Section.

a) For purposes of this Subpart A, “teacher education candidate recruitment and retention initiatives” include:

1) the identification of students in grades 11 and 12 who may be interested in pursuing agricultural education as a profession; and

2) activities and strategies that are designed to attract these and other students to teaching in agricultural education, including, but not limited to:

   A) introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;

   B) providing mentors or other forms of personal support to the students as they determine whether to pursue careers as
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agricultural education teachers and as they progress through the teacher preparation program; and

C) providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.

b) Each institution that elects to deliver professional development experiences for new teachers shall first seek approval as a provider of professional development for teachers in this field under the applicable provisions of the rules of the State Board of Education for Educator Licensure Certification (see 23 Ill. Adm. Code 25.855 and 25.872).

c) For purposes of this Subpart A:

1) a “master teacher” is a teacher with no fewer than six years of teaching experience, ending no more than ten years prior to submission of an application under this Subpart A, in the field of agricultural education, exclusive of teaching experience on an educator license with stipulations endorsed for either career and technical educator or a provisional career and technical educator vocational or temporary provisional vocational certificate; and

2) a “practitioner” is an individual who, as demonstrated by the institution’s proposal narrative:

   A) is currently engaged, or has been engaged within the previous 10 years, in an agricultural occupation requiring knowledge and skills in agricultural science, agricultural mechanization, agricultural business, horticulture, or agricultural resources; or

   B) holds an educator license with stipulations endorsed for provisional career and technical educator vocational certificate endorsed for a skill area related to agricultural education and is currently teaching, or has taught within the previous 10 years, in a position requiring that educator license certificate.

d) A university shall expend no more than 5 percent of the grant funds received for professional development for the staff of its agricultural education teacher preparation program.
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e) Activities shall be supported by funding under this Subpart A only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart A.

(Source: Amended at 37 Ill. Reg. _______, effective ____________)

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section 75.210 Eligible Applicants

Eligible applicants under this Subpart B shall be as specified in Section 2-3.80 of the School Code. For purposes of eligibility, an “approved agricultural education program” is one that:

a) offers a series of courses that are sequential in one or more fields of study listed at http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways and includes:

1) at least one introductory course and one higher level course for which no less than two credits, as defined in 23 Ill. Adm. Code 1.440(c) (Additional Criteria for High Schools), are awarded for the successful completion of the course sequence; and

2) courses with content that aligns with the courses approved by the State Board of Education and listed at http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways;

b) unless otherwise exempt under the provisions of Section 2-3.80 of the School Code, includes a State and nationally affiliated chapter of the National FFA Organization;

c) provides for supervised agricultural experiences (also see Section 75.220(d) of this Part); and

d) employs qualified instructional staff, each of whom either:

1) holds a current and valid professional educator license endorsed for teaching certificate for grades 6 through 12 and endorsed for agricultural
education as set forth in 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and has 2,000 hours of work experience in a field related to agriculture, food or natural resources; or

2) holds a an educator license with stipulations endorsed for career and technical educator or provisional career and technical educator, temporary provision or part time provisional vocational certificate issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure Certification) and endorsed for a skill area related to agricultural education. (See 23 Ill. Adm. Code 25.70 or 25.72 or 25.75, respectively.)

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 75.220 Program Goals and Minimum Standards

This Section presents the goals and the accompanying minimum standards of each goal that are associated with high-quality agricultural education programs offered in high school settings.

a) Goal 1: Teachers are qualified and licensed certified by the State Board of Education to teach the programs and courses assigned.

Minimum Standards: Each of the teaching staff is appropriately licensed certified for the coursework in which he or she is providing instruction under the agricultural education program during the grant year.

b) Goal 2: Support services are available to all students in agricultural programs.

Minimum Standards:

1) The agricultural education teacher shall meet at least annually with each student enrolled in the agricultural education program to provide advice and counseling relative to the student’s career objectives.

2) The agricultural education teacher shall meet annually with the school’s guidance counselor to review information at http://www.agriculturaleducation.org regarding career opportunities, scholarships, course offerings and other pertinent information that will assist students in meeting postsecondary and career objectives.
c) Goal 3: The instructional programs in agriculture are competency-based and include skills, knowledge and attitudes required for gainful employment in the occupations identified in the career pathways and are sequentially structured.

Minimum Standards:

1) The program shall offer a balance of classroom, laboratory, field-based and industry-based agricultural experiences (also see subsection (d) of this Section).

2) Written lesson plans shall contain clearly stated goals, objectives, activities and experiences that relate to the school’s School Improvement Plan.

d) Goal 4: Each agricultural education teacher uses an ongoing supervised agricultural experience program as part of the instructional program.

Minimum Standards: Each program shall include a supervised agricultural experience program that requires students to apply the lessons presented in the classroom or laboratory instruction to activities and projects beyond the classroom.

e) Goal 5: The National FFA Organization is an integral part of the instructional program in agriculture.

Minimum Standards: The program shall incorporate into the curriculum opportunities to develop leadership skills through local, State and national FFA chapters in the agricultural education program.

f) Goal 6: Each school conducting an agricultural education program provides adequate facilities, learning laboratories, equipment and supplies for effective operation of the program.

Minimum Standards: The facilities, equipment and supplies available to students shall enable them to have hands-on experiences that replicate up-to-date, realistic situations similar to what is occurring in the agriculture careers for which training is provided.

g) Goal 7: The program of instruction in agricultural education is advised by a committee that is representative of all agricultural interests of the community.
Minimum Standards: The school shall establish an agricultural advisory committee whose membership shall consist of representatives of the agriculture industries operating in the community. The committee shall meet at least once a year to advise the school on the program being offered.

h) Goal 8: The agricultural education teacher is involved in assessing the areas needed for literacy and agricultural education for the prekindergarten through adult audiences and provides or assists in providing programs to meet the needs identified in the community.

Minimum Standards: The agricultural education teacher assists in the coordination of agricultural education awareness and agriculture literacy activities for prekindergarten through adult audiences.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 75.260 Terms of the Grant

a) The grantee shall maintain on file documentation specific to its achievement of each quality indicator set forth on the application for funding; the documentation shall be made available for programmatic review and auditing purposes. Up to 10 percent of grantees receiving funding under this Subpart B in each fiscal year may be selected for an on-site review and/or audit.

b) In the event that the grantee closes its agricultural education department, all instructional materials, tools and equipment purchased with funds provided under this Subpart B shall be relocated by the grantee’s Education for Employment Regional Delivery System to other agricultural education programs located in that system upon approval of the State Superintendent of Education or designee.

c) No subcontracting will be allowed without the prior written approval of the State Superintendent of Education.

d) Each grantee shall complete electronically a final performance report that summarizes the grant activities completed during the term of the grant and the accomplishments achieved. The report shall be completed no later than 90 days after the end of the grant period. Funding in any subsequent grant period shall not be approved until the performance report is received.

e) A grantee that employs any teacher who holds an educator license with stipulations endorsed for a temporary provisional career and technical educator
vocational certificate shall ensure that the teacher submits documentation to the State Board of Education of his or her completion during the validity period of the license grant year of the coursework that is required under 23 Ill. Adm. Code 25.72 (Endorsement for Temporary Provisional Career and Technical Educator Vocational Certificate).

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION PROGRAMS

Section 75.300 Purpose and Eligible Applicants

This Subpart C establishes the application procedure and criteria for the allocation of grant funds under Section 2-3.80 of the School Code to regionally accredited institutions of higher education or not-for-profit entities that offer teacher preparation programs in agricultural education approved pursuant to 23 Ill. Adm. Code 25 (Educator Licensure Certification).

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 75.310 Program Goals and Minimum Standards

This Section presents the goals for teacher preparation programs in agricultural education and the accompanying minimum standards of each that are associated with high-quality preparation programs.

a) Goal 1: A continuing program of recruitment is undertaken to ensure that a sufficient number of competent agricultural education teachers are prepared to meet the demand for new teachers in Illinois.

Minimum Standards:

1) A program is offered in which students may transfer credit earned in agricultural education coursework from other postsecondary institutions.

2) Each student who progresses to student teaching must have a 3.5 grade point average on a 5.0 scale or a 2.5 grade point average on a 4.0 scale.

3) A minimum of one faculty member of the program is responsible for recruitment of students, including women and minorities, for the agricultural education teacher preparation program, as outlined in a written
recruitment plan developed in conjunction with the program advisory committee.

b) Goal 2: Practicing professionals and outstanding undergraduate students in agriculture are identified, selected and supported to develop their leadership potential through master’s and, when appropriate, doctoral study in numerous areas of need in agriculture.

Minimum Standards: Graduate-level credit is awarded to students seeking advanced degrees in agricultural education through courses and/or workshops taught by agricultural education faculty.

c) Goal 3: The agricultural education faculty have regular contact with students majoring in agricultural education to ensure that they are progressing in their degree program and toward obtaining teacher licensure certification; faculty answer questions and solve problems of currently enrolled students and provide counsel to prospective students for a degree program in agricultural education.

Minimum Standards: All students enrolled in agricultural education are advised by agricultural education faculty.

d) Goal 4: Students preparing to teach agriculture are knowledgeable about a variety of teaching methods prior to beginning the student teaching experience. Teacher quality is demonstrated by technical and professional competence. Teacher preparation graduates must possess a well-developed repertoire of teaching skills.

Minimum Standards:

1) A methods course in teaching agriculture is required prior to beginning the student teaching experience.

2) A minimum of 12 weeks is spent student teaching under the guidance of a cooperating teacher who meets the requirements set forth in Section 75.210(d) of this Part and 23 Ill. Adm. Code 25.620 (Student Teaching).

3) Adult education principles are taught as a part of a required agricultural education course.

e) Goal 5: Students preparing to teach agriculture are technically competent in their specialty teaching area.
Minimum Standards:

1) All agricultural education graduates must complete at least 40 hours of agricultural courses.

2) Chemistry and biology courses are required for agricultural education students.

f) Goal 6: The agricultural education staff provides a clearinghouse and counseling service for graduating seniors and other newly qualified agricultural education teachers to ensure that the highest proportion of newly trained teachers are placed in agricultural teaching positions.

Minimum Standards: One agricultural education faculty member is responsible for coordinating activities for placing agricultural education teachers into jobs; these activities include maintaining an up-to-date list of agricultural education teacher positions in Illinois in cooperation with other teacher preparation institutions offering agricultural education.

g) Goal 7: Professional development activities are available for all agricultural education students and faculty as an integral part of their academic program.

Minimum Standards:

1) An agricultural education student organization is integrated into the instructional program and is available to all students majoring in agricultural education.

2) Faculty are involved in scholarly and professional activities and/or participate in organizations related to teacher training leadership, technical training and/or dissemination of research results.

h) Goal 8: Agricultural education students understand the importance of and are able to assist high school students in developing and carrying out supervised agricultural experience programs (including maintaining records).

Minimum Standards:

1) All student teachers receive instruction about the requirements for obtaining the employment certification that a student may need to perform specific workplace learning activities.
2) All agricultural education students receive instruction in planning, developing, implementing and evaluating supervised agricultural experiences, which include record-keeping methods, in a required agricultural education course.

i) Goal 9: Agricultural education students are knowledgeable about the National FFA Organization and its use as an integral part of a complete agricultural education program, as well as the role of the FFA advisor.

Minimum Standards:

1) Agricultural education students participate in at least two FFA events prior to the completion of their student teaching.

2) All students develop a program of activities for an FFA chapter prior to the completion of their student teaching.

3) All students assist in completing FFA degree and award applications prior to the completion of student teaching.

4) Agricultural education faculty attend the State and national FFA conventions.

j) Goal 10: Students in agricultural education programs understand the role of and gain experience in leading an agricultural advisory committee.

Minimum Standards:

1) Methods and strategies for organizing and using advisory committees is part of the instruction offered in a course required for agricultural education.

2) All student teachers observe and participate in at least one agricultural advisory committee during their student teaching.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 75.320 Quality Indicators
Each quality indicator is intended to measure an applicant’s achievement of the goal to which it applies. (See Section 75.310 of this Part.) The application for funding required under Section 75.340 of this Part shall list the specific quality indicators to be considered in a given funding cycle and their values, which shall range from 0 to 10. The total value of an individual application shall be considered on a 100 percent basis. That is, the percentage of the total represented by any quality indicator will be such that the total percentages of all quality indicators equal 100 percent.

a) Goal 1: Not to exceed 15 percent of the total value available. Include, at a minimum, provision of scholarships for agricultural teacher preparation programs; communication with teachers in high schools and community colleges (e.g., newsletters, website, brochures); speaking engagements involving representatives of the agricultural teacher preparation program and high school students; on-campus recruitment activities for high school students; and receipt of a grant under Subpart A of this Part.

b) Goal 2: Not to exceed 10 percent of the total value available. Include, at a minimum, graduate assistantships for students specializing in teacher preparation; enrollment of students in the graduate agricultural education program; graduate courses (other than online courses) that complement schedules of secondary teachers of agriculture; master’s of education program and additional coursework leading to an endorsement in agricultural education; and online coursework in agricultural education that is available to graduate students.

c) Goal 3: Not to exceed 10 percent of the total value available. Include, at a minimum, assignment to each agricultural education faculty of no more than 25 undergraduates; interview conducted by a panel prior to each student beginning his or her student teaching; and qualification of graduates being eligible for dual endorsements (i.e., in agriculture and another subject area) due to the faculty providing candidates with information about endorsement options and requirements.

d) Goal 4: Not to exceed 25 percent of the total value available. Include, at a minimum, requiring student teachers to develop a minimum of one lesson plan a week, provide instruction to at least one adult education class, and participate in at least three cooperative learning experiences during their student teaching component; faculty observation and evaluation of student’s teaching, with results shared with the student teacher (three half-day visits to the site required); developing teaching skills related to online and other electronic learning; information about the structure of Illinois’ agricultural education system integrated into a required agricultural education course; and activities available to
all students related to assessing community needs, developing lesson plans for cooperative teaching with nonagricultural education staff, and designing a sequential course of study in an agricultural field.

e) Goal 5: Not to exceed 10 percent of the total value available. Include, at a minimum, completion of at least one course in each technical agricultural education field (i.e., agronomy, animal science, horticulture, agricultural business and agricultural mechanics technology); credit provided for technical internships in agriculture; and completion by graduates of requirements necessary to obtain an endorsement on a professional educator license teaching certificate for agricultural education and for a related science or mathematics field of study, as identified in the application for funding.

f) Goal 6: Not to exceed 10 percent of the total value available. Include, at a minimum, conferences at least annually for supervisors of student teachers focused on their roles and responsibilities; requiring students to develop professional portfolios; maintaining placement records of graduates in the agricultural education files; and placement of at least 40 percent of graduates in teaching positions at secondary or postsecondary institutions.

g) Goal 7: Not to exceed 25 percent of the total value available. Include, at a minimum, ensuring agricultural education students are members of the Illinois Association of Vocational Agriculture Teachers (IAVAT) Student Branch, and that they demonstrate commitment to professionalism, as evidenced by their participation in various professional activities (e.g., IAVAT Student Branch conference, Central States Research Conference, Alpha Tau Alpha Student Teacher Conference, Intra-University Student Teacher Exchange); faculty members also attend and participate in professional conferences and meetings (i.e., IAVAT annual conference, Central States Research Conference and Illinois Team Ag Ed meetings) and connect to instruction at the secondary level.

h) Goal 8: Not to exceed 15 percent of the total value available. Include, at a minimum, that student teachers, during their student teaching, conduct supervised agricultural experience visits (e.g., outside of the school), provide instruction relative to supervised agricultural experience record-keeping, plan and develop a school-based supervised agricultural experience for their students, and participate in National FFA Organization proficiency award judging beyond the local chapter level; instruction about agricultural-based supervised agricultural experiences is integrated into a required agricultural education course at the postsecondary level.
i) Goal 9: Not to exceed 15 percent of the total value available. Include, at a minimum, student teachers’ attendance at State and national FFA conventions and at least three leadership and/or career development events; agricultural education students’ completion of award applications specified in the application for funding; students’ membership in Collegiate FFA and/or National Postsecondary Agricultural Student Organization.

j) Goal 10: Not to exceed 10 percent of the total value available. Include, at a minimum, an advisory committee of the agricultural teacher preparation program that meets at least two times a year and has representation of agricultural organizations, agricultural business and industry, teachers and a student teacher, and produces an annual report that includes recommendations to be given to the teacher preparation program and presented at the annual IAVAT conference.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
PART 140
CALCULATION OF EXCESS COST UNDER SECTION 18-3 OF THE SCHOOL CODE

Section
140.10 Purpose and Applicability
140.20 Allowable Costs
140.30 Requirements for Submission of Claims
140.40 Calculation of Reimbursement

AUTHORITY: Implementing and authorized by Section 18-3 of the School Code [105 ILCS 5/18-3].


Section 140.30 Requirements for Submission of Claims

Each school district shall certify to the State Superintendent of Education, using a format specified by the State Superintendent, its report of claims for tuition payments no later than July 15. (Section 18-3 of the School Code) Claims shall reflect the costs incurred by the school district for the regular school term.

a) When a district files a claim for excess costs relative to individual students who are served in an off-site program, the claim must include:

1) a description of the regular program for which the district also claims reimbursement under Section 18-3 of the School Code that includes:

A) The name and address of the off-site program;

B) The total number of students who received any services in the regular program;
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C) The total days of attendance of all the students claimed;

D) The total number of days for which the program was in session;

E) The amount of instruction time offered daily;

F) The name, educator license certificate number, and assignment of each professional staff member who served the students being claimed; and

G) A brief description of the curriculum and support services that are offered in the regular program;

2) a report of the expenditures incurred by the district for the regular off-site program described pursuant to subsection (a)(1) of this Section, on forms supplied by the State Superintendent of Education;

3) the number of students in average daily attendance in the regular off-site program described in subsection (a)(1) of this Section during the term to which the claim applies;

4) a record for each student with respect to whom excess cost is being claimed, indicating:

A) the student’s name and date of birth,

B) the services provided to the student that are not included in or that exceed the level provided in the regular off-site program,

C) the amount, intensity, and/or frequency of the services,

D) the total hours of service provision, and

E) the total cost of the services.

b) When a district files a claim for excess costs relative to students who are served in the district’s on-site programs, the claim must include:

1) a description of the services provided that exceed those otherwise provided to students served in the regular program within the attendance
center in question, e.g., services not provided to the other students in that
attendance center or services provided for more time than to other students
within that attendance center; and

2) a record for each student containing the information specified in
subsection (a)(4) of this Section.

c) Each district shall submit any additional information the State Superintendent of
Education may require for the purposes of clarifying the basis for its claim.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER e: INSTRUCTION

PART 210
ILLINOIS HOPE AND OPPORTUNITY PATHWAYS THROUGH EDUCATION PROGRAM

SUBPART A: PROGRAM APPROVAL

Section 210.10 Purpose
210.20 Program Components
210.30 Requirements for Student Participation
210.35 Enrollment of Students with Individualized Education Programs
210.40 Program Requirements
210.50 Individual Instructional Plan
210.60 Supplemental Services and Instructional Time
210.70 Content of IHOPE Plan
210.75 Program Approval Criteria
210.80 Application for Program Continuation
210.90 Program Funding
210.100 Suspension and Revocation of Program Approval
210.110 Terms and Conditions of Approval

SUBPART B: INCENTIVE GRANTS

210.200 Purpose
210.210 Eligible Applicants
210.220 Funding Formula
210.230 Application Procedures

AUTHORITY: Implementing and authorized by Section 2-3.66b of the School Code [105 ILCS 5/2-3.66b].

SOURCE: Adopted at 34 Ill. Reg. 11554, effective July 26, 2010; amended at 37 Ill. Reg. ______, effective ____________.

Section 210.40 Program Requirements
Each IHOPE program approved by the State Board of Education shall conform to the following program requirements.

a) The program of instruction of an IHOPE program shall be consistent with State standards set forth in 23 Ill. Adm. Code 1.Appendix D (State Goals for Learning) and provide innovative and varied instructional strategies designed to facilitate the student’s receipt of a high school diploma.

1) In consultation with the student’s school district of residence, the IHOPE program must award academic credit in accordance with that district’s policy developed pursuant to 23 Ill. Adm. Code 1.420(b).

2) If the instructional program is provided by a non-profit entity, then that entity shall be recognized by the State Board of Education. A recognized entity is one that:

A) is established by the State to provide education-related services or instruction (e.g., regional offices of education, intermediate service centers, public community colleges or universities); or

B) is a nonpublic elementary or secondary school recognized by the State Board of Education under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools); or

C) is designated for operation through a standardized approval process administered by the State Board of Education (i.e., public university laboratory schools, alternative schools, charter schools, area vocational centers, Alternative Learning Opportunities Programs); or

D) meets the requirements of a national or regional accrediting body (e.g., private colleges and universities, other nonpublic elementary or secondary schools).

b) Support services shall be provided for each student enrolled in the IHOPE program. The particular services provided shall be those that are determined to be necessary for the student’s academic success.
An individual instructional plan shall be developed for each student enrolled in the IHOPE program in accordance with Section 210.50 of this Part.

Progress reports for students enrolled in the IHOPE program shall be provided at least in the same manner and with the same frequency as progress reports are sent to parents and guardians of students enrolled in the school district from which the student will receive his or her diploma. A student’s parent or guardian may request a meeting anytime during the school year to review the student’s progress, in accordance with procedures developed by the IHOPE program.

The IHOPE program shall employ staff who are appropriately qualified.

1) Teachers shall hold a valid and active professional educator license endorsed for elementary, secondary, special K-12 or special preschool—age 21 Illinois teaching certificate required for the grade levels to which they will be assigned, except that staff employed in dual credit programs must meet the requirements set forth in 110 ILCS 27/20.

2) Professional personnel who provide other services for students enrolled in the program shall hold the type of educator licenses certificates appropriate to their roles pursuant to State Board of Education rules for Educator Licensure Certification (23 Ill. Adm. Code 25), except that:

A) personnel providing professional nursing services shall meet the requirements of Section 10-22.23 of the School Code [105 ILCS 5/10-22.23];

B) personnel providing school counseling services shall meet the requirements of Section 10-22.24b of the School Code [105 ILCS 5/10-22.24b];

C) personnel providing noninstructional services shall meet the requirements of Section 10-22.34 of the School Code [105 ILCS 5/10-22.34];

D) personnel providing school psychological services shall meet the requirements of Section 14-1.09.1 of the School Code [105 ILCS 5/14-1.09.1]; and
E) personnel providing school social work services shall meet the requirements of Section 14-1.09.2 of the School Code [105 ILCS 5/14-1.09.2].

Section 210.60 Supplemental Services and Instructional Time

In order to receive general State aid, an IHOPE program shall develop a plan in accordance with Section 2-3.66b(c) of the School Code and Section 210.70 of this Part that proposes a calendar for the program that is in conformance with the requirements of Section 2-3.66b(e) of the School Code. A calendar that varies in the length of the instructional day (i.e., 5 clock-hours of school work) from those requirements shall be approved under the following conditions.

a) The calendar meets all of the following exceptions:

1) The IHOPE plan submitted under Section 210.70 of this Part establishes that a program providing the required minimum daily hours of school work would not serve the needs of the program's students.

2) Each day of attendance shall provide no fewer than 3 clock-hours of school work, as defined under Section 18-8.05(F)(1) of the School Code [105 ILCS 5/18-8.05(F)(1)].

3) Each day of attendance that provides fewer than 5 clock-hours of school work also shall provide supplementary services, including, without limitation, work-based learning, student assistance programs, counseling, case management, life-skills or conflict resolution training, career counseling, or service learning (e.g., activities that combine academics and community service), in order to provide a total daily program to the student of 5 clock-hours. A program may claim general State aid for up to 2 clock-hours of the time each day that a student is receiving supplementary services.

4) Each program shall provide no fewer than 176 days of actual pupil attendance during the school term.

b) The supplemental services provided pursuant to subsection (a) of this Section that are noninstructional in nature (e.g., student assistance programs, counseling services, case management, life skills or conflict resolution training, career counseling) shall be:
1) directly linked to a need identified in the student’s individual instructional plan developed pursuant to Section 210.50 of this Part and necessary for the student to successfully advance in the instructional program and meet the requirements for receipt of a high school diploma set forth in Section 2-3.66b(b) of the School Code;

2) provided by qualified personnel with the experience and skills appropriate to the service being provided; and

3) monitored by IHOPE program staff to ensure that the services provided are effective in improving the student’s academic achievement, as specified in his or her individual instructional plan.

c) Activities that are instructional in nature (e.g., work-based learning activities, service learning) shall not be considered supplemental services for the purposes of this Section. These shall be considered to be part of the 5 clock-hours of school work required under Section 18-8.05 of the School Code, provided that:

1) the activity is an integral and regular part of the academic instruction that the student is receiving and is tied to one or more of the State Goals for Learning (23 Ill. Adm. Code 1.Appendix D);

2) the student receives academic credit upon successful completion of the activity, in accordance with the policies of the student’s district of residence that will be issuing the high school diploma; and

3) the activity is provided under the direction of a certified teacher who holds a professional educator license (see Section 210.40(e) of this Part).

Section 210.70 Contents of IHOPE Plan

The plan for each IHOPE program shall be approved by the State Superintendent of Education in accordance with criteria set forth under Section 2-3.66b(c) of the School Code and Section 210.75 of this Part.

a) The State Superintendent of Education shall annually notify regional offices of education and CPS of the opportunity to submit an IHOPE plan for approval, specifying the information that shall be included in the plan and requiring that the plan be submitted no later than the date specified in the notification.
b) Each application shall be reviewed for completeness and conformance to the requirements of Section 2-3.66b of the School Code and this Part.

1) Incomplete plans shall be returned to the regional office of education or CPS, as applicable, specifying the additional information that is needed, which shall be submitted within 15 calendar days after receiving the request.

2) Based on the criteria contained in Section 210.75 of this Part, plans that do not meet the requirements of Section 2-3.66b of the School Code and this Part shall be returned to the regional office of education or CPS, as applicable, specifying the reasons why the plan was not acceptable.

c) Each plan for an IHOPE program shall be submitted in a format specified by the State Superintendent of Education and shall contain the following elements:

1) A description of the planning process conducted to determine the type of IHOPE program to be established and a list of the participants in that process to at least include those entities specified in Section 2-3.66b(c) of the School Code.

2) An organizational chart that reflects the governance, administrative, educational and support structures of the proposed IHOPE program and describes the responsibilities of each entity involved in the program.

3) Evidence that the plan for the IHOPE program includes each of the components enumerated in Section 2-3.66b(g) of the School Code.

A) Programs that exceed the enrollment limits set forth under Section 2-3.66b(g)(1) of the School Code shall provide a justification for a larger program and a description of the steps to be taken to ensure that the program will meet the needs of each student to be enrolled in an effective manner.

B) In order to demonstrate compliance with Section 2-3.66b(g)(3) of the School Code, the plan shall include a description of the experiences, competency, and qualifications of licensed certified and nonlicensed non-certificated staff that emphasizes their individual and collective abilities to work successfully with
students who have dropped out of school. (Also see Section 210.40(e) of this Part.)

C) In order to demonstrate compliance with Section 2-3.66b(g)(6) of the School Code, the plan shall include a schedule of support services that will be available to students as part of their instructional program, including the procedures for accessing a student’s need for services on an as-needed basis.

D) In order to demonstrate compliance with Section 2-3.66b(g)(9), the plan shall address how instruction will incorporate “action into study” to include but not be limited to the following elements: observation and interaction, laboratory and field experiences, applying what is learned in the classroom to real-life situations or problems, or students being active participants in their learning.

4) The specific curriculum to be used (see Section 210.40(a) of this Part), to at least include a description of how work experience and the instructional program will be integrated. If a non-profit entity will be providing instructional services, then the regional office of education or CPS, as applicable, shall identify the entity and provide evidence that it meets the requirements of Section 210.40(a)(2) of this Part.

5) The process for admitting dropouts to the program, which shall address factors to be considered to enroll students. These factors shall be nondiscriminatory and shall not take into consideration the needs of individual students for specific services, such as special education or bilingual services. If there are more eligible applicants for enrollment in an IHOPE program than there are spaces available, students shall be selected either on a first come, first served basis or by lottery.

6) A list of any cooperative and intergovernmental agreements and subcontracts that identifies the entity with which the agreement or subcontract is entered and includes a description of the need and purpose of the agreement or subcontract; measurable and time-specific services to be provided, as applicable; associated costs, i.e., the amounts to be paid, as applicable; and the projected number of participants to be served.
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7) An agreement with each school district from which an IHOPE student will graduate and receive a diploma in accordance with Section 2-3.66b(b) of the School Code.

8) If any of the students enrolled require special education services, then the cooperative agreement with the school district of residence of each student that addresses responsibility for at least, but not limited to, the evaluation process, provision of services, dispute resolution, child count, and receipt of State special education funds.

9) The procedures to be used to review student progress on a regular basis, which shall at least conform with the requirements of Section 210.40(d) of this Part.

10) A summary of the program’s student discipline policy, to address the procedures to be used for a student’s suspension or expulsion from the program due to gross disobedience or misconduct.

11) The proposed calendar for the program, providing evidence that it is in conformance with the requirements of Section 2-3.66b(e) of the School Code and Section 210.60 of this Part.

12) A description of how the IHOPE program’s professional development plan will address instruction of students who have dropped out of school.

13) A detailed program budget that includes the sources of funding to be used in conjunction with general State aid and/or any incentive grant received pursuant to Subpart B of this Part and a plan for allocating costs to those funds.
   
   A) The budget plan shall outline how any local, State or federal funds will be coordinated to ensure the efficient and effective delivery of the program.

   B) The budget shall describe sources of revenue other than general State aid or an incentive grant that the regional office of education or CPS, as applicable, will allocate to the program.

   C) The budget shall include an estimate of the total cost per student for the program and an estimate of any gap between existing
revenue available for the program and the total cost of the program.

14) A plan for evaluating the effectiveness of the program in improving academic performance of the students working towards meeting State and local requirements for receipt of a high school diploma. The plan shall include:

A) the methods to be used to conduct the evaluation;

B) the data to be collected, which shall include at least the indicators outlined in Section 2-3.66b(h) of the School Code, as applicable to the program;

C) the specific procedures for how achievement levels of individual students enrolled in the program will be assessed to ensure that each student is making anticipated progress, as stipulated in his or her individual instructional program;

D) the specific procedures for how achievement levels of students with IEPs will be assessed, if these students are enrolled in the program;

E) how the evaluation will measure the extent to which the program overall is an effective strategy for assisting dropouts in completing their high school education and receiving a diploma; and

F) how the evaluation results will be used to improve the program.

Section 210.100 Suspension and Revocation of Program Approval

a) The State Superintendent of Education shall investigate an IHOPE program when any of the following occurs:

1) the program fails to receive approval to continue operating, in accordance with the requirements of Section 210.80 of this Part;

2) a parent or guardian files a written complaint with the regional superintendent of education or CPS, as applicable, or the State
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Superintendent of Education alleging that the program meets one or more of the following conditions:

A) A failure to meet educational outcomes as enumerated in the approved IHOPE plan for a period of two or more consecutive years;

B) A failure to comply with all applicable laws as specified in Section 2-3.66b of the School Code and this Part;

C) A failure to comply with the terms and conditions of an IHOPE incentive grant received pursuant to Subpart B of this Part; or

D) A failure to maintain financial records according to Generally Accepted Accounting Procedures or, in the case of CPS, 23 Ill. Adm. Code 100;

3) the State Superintendent otherwise receives information or becomes aware of allegations that the program meets one or more of the conditions set forth in subsection (a)(2) of this Section.

b) If the State Superintendent of Education, at the conclusion of the investigation, identifies deficiencies in the program that meet any of the conditions specified in subsection (a) of this Section, then he or she shall provide to the regional office of education that established the program, or to CPS, as applicable, written notification of the specific deficiencies found.

1) The regional office of education or CPS, as applicable, shall submit to the State Superintendent of Education, within 30 calendar days after receiving the notification, a time-specific plan that addresses the specific steps to be taken and staff responsible to remedy each of the deficiencies cited. In no case shall the time needed to correct deficiencies exceed 120 days.

2) The State Superintendent shall approve the plan no later than 15 days after receiving the plan if it meets all of the following requirements.

A) The timeframe is reasonable to correct the cited deficiencies.

B) The proposed steps to be taken to remedy the problems have a high likelihood of correcting the cited deficiencies.
C) A sufficient number of staff are proposed to implement the plan, and their expertise relates to the areas in which the deficiencies were found.

3) The regional office of education or CPS, as applicable, shall provide a copy of the deficiencies and of the approved plan to any entity with which it has entered into a cooperative agreement, intergovernmental agreement, contract or subcontract in order to operate the program or to provide services for students enrolled, as well as to any school district with which it has agreements to issue high school diplomas.

4) If the regional office of education or CPS, as applicable, provides evidence that it has corrected the deficiencies within the timeframe specified in the plan approved pursuant to subsection (b)(2) of this Section, then no change in the program’s approved status shall be made.

c) If the regional office of education or CPS, as applicable, is unable to correct all of the deficiencies within the timeframe specified in its plan, even after the provision of technical assistance by State Board of Education staff, then it may submit to the State Superintendent an amended plan.

1) The amended plan shall be submitted no later than 30 calendar days prior to the time the affected deficiencies were to be corrected.

2) The amended plan shall identify the deficiencies that are still unresolved, specifying the reasons for the delay and describing the steps to be taken to remedy the problems and the timeline for completing each. In no case shall the time needed to correct the remaining deficiencies exceed 30 additional calendar days.

3) The State Superintendent of Education will accept the amended plan, provided the remaining deficiencies can be corrected within 30 calendar days and that none of the deficiencies:

   A) presents an immediate health hazard or danger to students and staff;

   B) severely affects the program’s ability to provide a program appropriate to the needs of the students enrolled (i.e., addresses the
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State Goals for Learning, employs licensed certified staff, provides the services identified as necessary to assist students to earn a high school diploma); and

C) represents prolonged or repeated problems to a degree that indicates the program’s intention not to correct the deficiencies.

d) If the regional office of education or CPS, as applicable, fails to demonstrate that all of the deficiencies have been corrected within the timeframe specified in the amended plan, or fails to submit an amended plan that meets the requirements of subsection (c) of this Section, then approval to operate the program shall be suspended upon written notification from the State Superintendent of Education.

1) The program may serve the students enrolled in the program during the time of its suspension, provided it continues to make progress as specified in its plan and no additional students are enrolled in the program.

2) The regional office of education or CPS, as applicable, shall provide a copy of the notice of suspension to any entity with which it has entered into a cooperative agreement, intergovernmental agreement, contract or subcontract in order to operate the program or to provide services for students enrolled, as well as to any school district with which it has agreements to issue high school diplomas.

3) If the regional office of education or CPS, as applicable, fails to correct all remaining deficiencies within 30 calendar days after receiving the notice of suspension, then approval to operate the program shall be revoked.

e) Notification to revoke program approval shall be sent by certified mail, return receipt requested to the regional office of education that established the program or to CPS, as applicable. A regional office of education or CPS, as applicable, shall have 10 calendar days after receipt of the notice of revocation to submit a written request for a hearing pursuant to the Illinois Administrative Procedure Act [5 ILCS 100] and the State Board of Education’s rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The receipt of notification shall be determined by the date of receipt shown on the return receipt form.

f) Once approval for a program has been revoked:
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1) a regional office of education or CPS, as applicable, shall be ineligible to file any claim upon the Common School Fund with regard to the program;

2) the State Superintendent of Education shall recover grant funds from a regional office of education or CPS, as applicable, in accordance with the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705]; and

3) all students (and their parents or guardians, as applicable) enrolled in the program shall be informed in writing of the revocation no later than 10 school days following receipt of the notification that approval has been revoked.
ILlINOIS STATE BOARD OF EDUCATION MEETING
May 16, 2013

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer
       Nicki Bazer, General Counsel

Agenda Topic: Action Item: Proposed Amendments for Initial Review: Part 228
               (Transitional Bilingual Education)

Materials: Recommended Amendments

Staff Contact(s): Reyna Hernandez, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item primarily relates to Strategic Plan Goal 1 (student achievement), as the
proposed changes would contribute to the appropriate placement into classes for English
learners (particularly high school students) who are enrolled in transitional bilingual education
programs (TBE).

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

Background Information
P.A. 97-305, effective January 1, 2012, directed the Illinois Advisory Council on Bilingual
Education (IACBE) to address the following questions:

1. whether and how the 20 child per attendance center minimum in Section 14C-3 of the
   School Code should be modified;
2. whether and how educator certification requirements in Article 14C of the School Code and
   applicable State Board of Education rules should be modified;
3. whether and how bilingual education requirements in Article 14C and applicable State Board
   of Education rules should be modified to address differences between elementary and
   secondary schools; and
4. whether and how to allow school districts to administer alternative bilingual education
   programs instead of transitional bilingual education programs.

The report prepared pursuant to P.A. 97-305, IACBE recommended revising the criteria used to
place students into part-time TBE programs (i.e., questions 1 and 3). The primary changes
being proposed in Part 228 are based on IACBE’s recommendations, as discussed in the report
issued to the Governor and General Assembly.
Section 14C-3 of the School Code requires schools that enroll 20 or more English learners (ELs) who are of the same language classification to provide instruction for these students in their native language in addition to instruction in English. These programs are called transitional bilingual education programs. Students who are placed in full-time TBE programs receive native language and English instruction in all core subject areas, in addition to English as a second language instruction. Under the current rules (see Section 228.30(c)(3)), any student who has a minimum proficiency in English may be placed in part-time TBE programs if the student's proficiency level indicates that he or she would benefit from the part-time placement.

Based on the recommendations of the IACBE, this rulemaking proposes additional criteria that districts may use, in lieu of English proficiency, to place students in part-time TBE programs. New Section 228.30(c)(3)(B) lists these criteria, which address multiple student characteristics for school districts to consider when determining whether a student needs native language instruction in all core subject areas and, if not, whether the student would benefit from a part-time TBE placement. Provisions already stated in the law and rules concerning parental notification and agreeing to the placement will apply to districts choosing a part-time option for any student. As proposed, the Section 228.30(c)(3)(B) will provide school districts with additional flexibility in making part-time placements.

Staff also are proposing that the term "limited English proficient (LEP)", as currently used in Part 228, be changed to "English learners". The use of LEP is no longer used generally among educators and researchers in the field of English language acquisition. The term "English learners" is considered to be a more sensitive term to indicate that students are in the process of learning English.

Additionally, new provisions put in place by P.A. 97-915, effective January 1, 2013, regarding bilingual parent advisory committees have resulted in several minor changes to Section 228.30(c)(4).

Other technical changes also are being proposed throughout the rulemaking. These include:
- incorporating the "2012 Amplification of the English Language Development Standards Kindergarten-Grade 12", which is the most updated version of these standards available;
- fixing a cross-reference to rules governing Early Childhood Block Grants for noncertified personnel;
- updating terminology to reflect the educator licensure system;
- clarifying when annual assessment scores may be used in place of scores obtained from a screening instrument for newly enrolled students; and
- correcting the due date for submission of the final expenditure report.

As required by law, the draft amendments were shared on April 30, 2013, with the IACBE. No comments were received from members of the IACBE.

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

**Policy Implications.** Please see “Background” above.
**Budget Implications.** None.
**Legislative Action.** None.
**Communication.** Please see “Next Steps” below.
Pros and Cons of Various Actions
The proposed amendments provide school districts with greater flexibility through the use of multiple options to make determinations about a student's part-time placement in TBE programs based on the each student's needs. Not proceeding with the rulemaking will limit school districts to the existing criteria when they are considering part-time placements, restricting possible educational placements for students.

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

The State Board of Education hereby authorizes solicitation of public comment for: Transitional Bilingual Education (23 Illinois Administrative Code 228), 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 Weekly Message and the agency's website, will 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 f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 228

TRANSITIONAL BILINGUAL EDUCATION

Section

228.5  Purpose and Applicability
228.10  Definitions
228.15  Identification of Eligible Students
228.20  Student Language Classification Data
228.25  Program Options, Placement, and Assessment
228.27  Language Acquisition Services for Certain Students Exiting the Program
228.30  Establishment of Programs
228.35  Personnel Qualifications; Professional Development
228.40  Students' Participation; Records
228.50  Program Plan Approval and Reimbursement Procedures
228.60  Evaluation

AUTHORITY:  Implementing Article 14C and authorized by Section 2-3.39(1) of the School Code [105 ILCS 5/Art. 14C and 2-3.39(1)].


Section 228.5  Purpose and Applicability

a)  This Part establishes requirements for school districts’ provision of services to students in preschool through grade 12 who have been identified as limited English learners proficient in accordance with Article 14C of the School Code [105 ILCS 5/14C] and this Part.
b) The requirements of Article 14C of the School Code and this Part shall apply to every school district in Illinois, regardless of whether the district chooses to seek funding pursuant to Section 228.50 of this Part.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.10 Definitions

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

"English Language Proficiency Assessment" means the ACCESS for ELLs® (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 (2006)).

"English learners" means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

- the ability to meet the State's proficient level of achievement on State assessments;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in the school setting.

For the purposes of this Part, the terms "limited English proficient student" and "students with limited English proficiency", as used in Article 14C of the School Code, are understood to be "English learners".

"Home Language" means that language normally used in the home by the student and/or by the student's parents or legal guardians.
"Language Background other than English" means that the home language of a student in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken, by the student, or by his or her parents or legal guardians, or by anyone who resides in the student's household.

"Preschool Program" means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] in any program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.

"Prescribed Screening Instrument" means the:

- WIDA ACCESS Placement Test (W-APTTM) (2006 or 2007) for students entering or in the second semester of grade 1 or in grades 2 through 12 (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706);

- Measure of Developing English Language (MODELTM) (2008) for students entering kindergarten or the first semester of grade 1 (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison, WI 53706).

"Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures, provided that they are research-based. Further, screening procedures shall at least:

- Be age and developmentally appropriate;

- Be culturally and linguistically appropriate for the children being screened;
Include one or more observations using culturally and linguistically appropriate tools;

Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);

Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and

Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

"Sheltered Content Instruction" means instruction that is generally intended for English learners who demonstrate intermediate or advance English proficiency and consists of adapting the language used in the particular subject to the student's English proficiency level to assist the student in understanding the content of the subject area and acquiring the knowledge and skills presented.

"Students of Limited English Proficiency" means students in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, whose home language background is a language other than English and whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny them:

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

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

- the opportunity to participate fully in the school setting.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.15 Identification of Eligible Students

a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering
the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:

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

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

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

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

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

e) The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student's grade level (i.e., kindergarten or any of grades 1 through 12) or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student's enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. For kindergarten, all students identified through the home language survey, including students previously screened when enrolled in preschool, must be screened using the prescribed screening instrument for kindergarten.

1) The prescribed screening instrument does not need to be administered to a student who, in his or her previous school district:
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A) has been screened and identified as English language proficient as required in this subsection (e); or

B) has met the State exit requirements as described in Section 228.25(b)(2) of this Part; or

C) has met all of the following criteria:

i) resides in a home where a language other than English is spoken, and

ii) has not been screened or identified as a student with a limited English learner proficiency, and

iii) has been enrolled in the general program of instruction in the school he or she has previously attended, and

iv) has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent State assessment administered pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] or, for students for whom State assessment scores are not available, a nationally normed standardized test, provided that either assessment was not administered with accommodations for students of limited English learner proficiency. This provision applies only to a student who had been enrolled in any of the grades in which the State assessment is required to be administered in accordance with Section 2-3.64 of the School Code.

2) For purposes of eligibility and placement, a district must rely upon a student's score attained on the English language proficiency assessment prescribed under Section 228.25(b) of this Part, if available from another school district or another state, provided that the score was achieved no sooner than the school year previous to the student's enrollment in the district no more than 12 months prior to district's need to assess the student's proficiency in English or later.

3) If results are not available pursuant to subsection (e)(2) of this Section, then a district must rely upon a student's score on the prescribed screening
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instrument if available from another school district or another state for the purposes of eligibility and placement for students entering any of grades 1 through 12, if the student's score on the prescribed screening instrument was achieved no more than 12 months prior to the district's need to assess the student's proficiency in English.

4) Each student whose score on the prescribed screening instrument or procedures, as applicable, is identified as not "proficient" as defined by the State Superintendent of Education shall be considered to be an have limited English learner proficiency and therefore to be eligible for, and shall be placed into a program of, bilingual education services.

A) For preschool programs using a screening procedure other than an established assessment tool where "proficiency" is defined as part of the instrument, "proficiency" is the point at which performance identifies a child as proficient in English, as set forth in the program's proposed screening process.

B) For any preschool student who scores at the "proficient" level, the school district may consider additional indicators such as teachers' evaluations of performance, samples of a student's work, or information received from family members and school personnel in order to determine whether the student's proficiency in English is limited and the student is eligible for services.

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

g) The parent or guardian of any child resident in a school district who has not been identified as an having limited English learner proficiency may request the district to determine whether the child should be considered for placement in a bilingual education program, and the school district shall make that determination upon request, using the process described in this Section.

(Source: Amended at 37 Ill. Reg. _______, effective ____________)

Section 228.20 Student Language Classification Data
In order to meet the requirements of Section 14C-3 of the School Code, every school district shall update its individual student records in the Student Information System (SIS) authorized under 23 Ill. Adm. Code 1.75 (Public Schools Evaluation, Recognition and Supervision) no later than the first day in March of each year to reflect the following information [105 ILCS 5/14C-3]:

a) whether the student has a language background other than English, as identified via the home language survey;

b) whether the student has been identified as an having limited English learner proficiency based on the results of the prescribed screening instrument or procedures, as applicable, or the English language proficiency assessment discussed in Section 228.15(e) or Section 228.25(b) of this Part; and

c) the home language, birth date, and grade or achievement level of the student identified as an having limited English learner proficiency.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.25 Program Options, Placement, and Assessment

a) Program Options and Placement

1) When an attendance center has an enrollment of 20 or more English learners limited English proficient students of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code; also see Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

2) When an attendance center has an enrollment of 19 or fewer English learners students of limited English proficiency of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual
program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code; also see Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

3) When a preschool program of the school district has an enrollment of 20 or more students of limited English learners proficiency of any single language classification other than English in an attendance center or a non-school-based facility, the school district shall establish a TBE program for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has 19 or fewer students of limited English learners proficiency of any single language classification other than English, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.

b) English Language Proficiency Assessment

1) School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all English learners children of limited English speaking ability in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students' continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2012 2007), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx http://www.wida.us/standards/elp.aspx. No later amendments to or editions of these standards are incorporated by this Section.
2) The State Superintendent shall determine and post on the State Board's website no later than September 1, 2010 the composite score and the literacy score that will be used to determine whether a student is identified as "proficient". Should the minimum scores be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

A) Each student whose score on the English language proficiency assessment is identified as "proficient" shall exit the program of bilingual education services, subject to the provisions of Section 14C-3 of the School Code [105 ILCS 5/14C-3].

B) Each student whose score is identified as "proficient" in accordance with subsection (b)(2)(A) of this Section shall no longer be identified as an limited English learner proficient.

3) Each student who is not enrolled in a program under this Part but who has been identified as an having limited English learner proficiency shall be required to participate in the assessment each year until he or she achieves a "proficient" score.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.27 Language Acquisition Services for Certain Students Exiting the Program

In accordance with Section 1703(f) of the Equal Educational Opportunities Act (EEOA), a school district must provide services that will enable limited English learners proficient students to "overcome barriers that impede equal participation by these students in the district's instructional programs" (see 20 USC 1703). Section 14C-3 of the School Code, however, authorizes school districts to discontinue services to students who have been enrolled and participated in the TBE or TPI program for three consecutive years. In instances where a school district chooses to discontinue TBE or TPI program services as permitted under Section 14C-3 of the School Code for those students who have not achieved English proficiency as determined by the process set forth in Section 228.25(b) of this Part, the district shall submit a plan to the State Superintendent that describes the actions it will take to meet its obligations under Section 1703(f) of the EEOA. Any amendments to the plan shall be submitted to the State Superintendent no later than 30 days following adoption of the changes. The plan shall at least include:

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a) the process and criteria the district will use to make a determination of when to exit eligible students from the TBE or TPI program (e.g., after a certain amount of time in the program, once a prescribed academic or proficiency level is achieved);

b) The language acquisition services and methods to be provided, including how the services and methods differ from the general program of instruction in content, instructional goals, and the use of English and home language instruction;

c) How the program will meet the educational needs of the students and build on their academic strengths;

d) How the program will specifically help the students learn English and meet academic achievement standards for grade promotion and graduation;

e) The names and qualifications of the staff who will implement the program; and

f) How sufficient resources, including equipment and instructional materials, shall be made available to support the program.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.30 Establishment of Programs

a) Administrative Provisions

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

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

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

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

5) Joint Programs – A school district may join with one or more other school districts to provide joint programs or services in accordance with the provisions of Section 10-22.31a of the School Code [105 ILCS 5/10-22.31a]. The designated administrative agent shall adhere to the procedures contained in 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) as they pertain to cooperative agreements.

6) Preschool and Summer School – A school district may establish preschool and summer school programs for English learners students of limited English proficiency, or join with other school districts in establishing these programs. Summer school programs shall not replace programs required during the regular school year. (Section 14C-11 of the School Code [105 ILCS 5/14C-11]) A school district that offers a summer school program or preschool program shall provide transitional bilingual education programs or transitional programs of instruction for students having limited English proficiency in accordance with Article 14C and this Part.

b) Instructional Specifications

1) Student-Teacher Ratio – The student-teacher ratio in the ESL and home language components of programs serving students in kindergarten or any of grades 1 through 12 as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grades in that attendance center. Decreases in the ratio for general education during the course of a school year due to
students' mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio that is greater than the average for general education classes in that grade and attendance center as a result of these placements. Preschool programs established pursuant to Section 2-3.71 of the School Code [105 ILCS 5/2-3.71] that provide bilingual education services shall meet the requirements of 23 Ill. Adm. Code 235.30 235.30(d) (Early Childhood Block Grant) rather than the requirements of this subsection (b)(1).

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

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

A) individualized instructional programs; or

B) grouping of students for instruction according to grade level.

4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d) of this Section, shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison, WI 53706, and posted at http://www.wida.us/standards/sla.aspx. No later amendments to or editions of these standards are incorporated by this Section.
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5) Language Grouping – School districts may place students of limited English proficiency who have different home languages in the same class, provided that, in classes taught in the home language:

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

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

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

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

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):

A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3) of this Section;

B) Instruction in the language arts in the student's home language;

C) Instruction in English as a second language, which must align to the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2012 2007), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison, WI 53706, and posted at http://wida.us/standards/eld.aspx
http://www.wida.us/standards/elp.aspx. No later amendments to or editions of these standards are incorporated by this Section; and

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

2) Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist students of limited English learners proficiency in meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) and for preschool programs established pursuant to Section 2-3.71 of the School Code and for kindergarten levels, the Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age Illinois Early Learning Standards (see 23 Ill. Adm. Code 235, Appendix A).

3) Beginning September 1, 2013, students Students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection (c)(3).

A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.

i) Evidence Beginning July 1, 2011, evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall
inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

ii)B) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures.

C) District staff also shall consider the student's score and his or her proficiency in the home language; prior performance, if any, in coursework taught exclusively in English; current academic performance; and other relevant factors such as age, disability, and cultural background in order to determine whether a full-time or a part-time program is appropriate.

B) If the student's score either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A) of this Section, the student may be placed in a part-time program only if one of the following conditions is met.

i) Native Language Proficiency

A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

ii) Academic Performance in Subjects Taught in English

Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.
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iii) Academic Performance

Any student in departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.

iv) Students with Disabilities

Any student with a disability whose Individualized Education Program developed in accordance to 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

v) Limited Native Language Instruction

The limited use of native language instruction is permissible for a student whose native language has no written component, such as, but not limited to, Piraha (Paupa New Guinea), Sentinelese (India), Mosou (Mongolia/Tibet), Massalit (Dafur), or one for which written instructional materials are not available.

A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

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

A) The committee shall:
   i) meet at least four times per year;
   ii) maintain on file with the school district minutes of these
       meetings; and
   iii) review the district's annual program application to the State
       Superintendent of Education; and
   iv) \textit{autonomously carry out their affairs, including the election
       of officers and the establishment of internal rules,}
       \textit{guidelines, and procedures.} (Section 14C-10 of the School
       Code)

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

d) Specific Requirements for Transitional Program of Instruction (TPI)

1) Program Structure – The level of a student's proficiency in English, as
determined by an individual assessment of the student's language skills on
the basis of either the prescribed screening instrument or procedures, as
applicable, required in Section 228.15(e) of this Part or the English
language proficiency assessment required in Section 228.25(b) of this Part
in conjunction with other information available to the district regarding
the student's level of literacy in his or her home language, will determine
the structure of the student's instructional program.

2) Program Components – A transitional program of instruction must include
instruction or other assistance in the student's home language to the extent
necessary, as determined by the district on the basis of the prescribed
screening instrument or procedures, as applicable, required in Section
228.15(e) of this Part or the English language proficiency assessment
required in Section 228.25(b) of this Part, to enable the student to keep
pace with his/her age or grade peers in achievement in the core academic
content areas. A transitional program of instruction may include, but is
not limited to, the following components:

A) instruction in ESL, which must align to the 2012 Amplification of
the English Language Development Standards Kindergarten-Grade
12 “English Language Proficiency Standards for English Language
Learners in PreKindergarten through Grade 12” (2012 2007),
published by the Board of Regents of the University of Wisconsin
System on behalf of the WIDA Consortium, University of
Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison
WI 53706, and posted at http://wida.us/standards/eld.aspx
http://www.wida.us/standards/elp.aspx. No later amendments to or
editions of these standards are incorporated by this Section;

B) language arts in the students' home language; and

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

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.35 Personnel Qualifications; Professional Development

a) Each individual assigned to provide instruction in a student's home language shall
meet the requirements for bilingual education teachers set forth in 23 Ill. Adm.
Code 25 (Educator Licensure Certification) and 23 Ill. Adm. Code 1 (Public
Schools Evaluation, Recognition and Supervision), as applicable.
b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.

c) Preschool Programs

1) Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c) 235.20(c)(8)(A) (Application Procedure and Content for New or Expanding Programs Early Childhood Block Grant).

2) By July 1, 2014, each individual assigned to provide instruction to students in a preschool program also shall meet the applicable requirements of subsection (a) or (b) of this Section, depending on the assignment.

3) Staff who are Noncertificated staff employed to assist in instruction in a preschool program but do not hold a professional educator license shall meet the requirements of 23 Ill. Adm. 235.20(c) 235.20(c)(8)(B).

d) Administrators

Beginning July 1, 2014, each individual assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d).

1) Except as provided in subsections (d)(2) and (3) of this Section, any person designated to administer either a TBE or a TPI program must hold a valid administrative certificate or a supervisory endorsement issued on a professional educator license or an initial or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Educator Licensure Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must meet the requirements of 23 Ill. Adm. Code 1.783 (Requirements for Administrators of Bilingual Education Programs), as applicable.

2) A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from all but the requirement for an administrative certificate or a supervisory endorsement issued on a professional educator license or an initial or standard teaching certificate, provided that he or she annually completes a minimum of two...
hours of professional development specifically designed to address the needs of students with limited English proficiency. Beginning in the 2012–13 school year, a minimum of eight hours of professional development shall be required. An assurance that this requirement has been met shall be provided annually in a school district's application submitted pursuant to Section 228.50 of this Part. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

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

e) Professional Development for Staff

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

2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures.

3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:
A) current research in bilingual education;

B) content-area and language proficiency assessment of students of limited English learners proficiency;

C) research-based methods and techniques for teaching students of limited English learners proficiency;

D) research-based methods and techniques for teaching students of limited English learners proficiency who also have disabilities; and

E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

4) In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) of this Part or the annual English language proficiency assessment discussed in Section 228.25(b) of this Part shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.

5) Beginning in the 2012-13 school year, each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) of this Part for staff members of that program who are providing instruction in the Spanish language arts.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.40 Students' Participation; Records

a) Notice of Enrollment and Withdrawal

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

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

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

1) If a student participates in a TBE or TPI in preschool or kindergarten, then that participation does not count towards the three-year total specified in Section 14C-3 of the School Code.

2) If a student exits a program after three years and is not proficient in English, then the school district shall meet the requirements of Section 228.27 of this Part.

c) Maintenance of Records and Reporting Procedures

1) Report Cards - The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district.

A) Progress reports shall indicate the student's progress in the program and in the general program of instruction.

B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the
general program of instruction if that information has not been reported separately in writing to the parents or legal guardian.

C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.

2) Annual Student Reports – Each district must submit electronically the information requested by the State Superintendent using the Student Information System (see 23 Ill. Adm. Code 1.75) no later than June 30 of each year. Each district also must complete the Program Delivery Report, provided by the State Superintendent of Education, in which information on each program is compiled.

3) Records – School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine factors indicating that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.50 Program Plan Approval and Reimbursement Procedures

a) Reimbursement for programs provided by school districts pursuant to the provisions of Article 14C of the School Code and this Part is contingent upon the submission and approval of a program plan and request for reimbursement in
b) Program Plan Submission and Approval

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

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

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

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

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

   B) A summary description of the number and types of personnel who will provide services in the program.

   C) A description of the full-time and/or part-time program to be provided to the students identified pursuant to subsection (b)(4)(A) of this Section in relation to the applicable program standards set forth in Section 228.30 of this Part.

   D) Additional requirements for programs offering instruction in Spanish language arts in kindergarten and any of grades 1 through 12 to include...
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i) For the 2011-12 school year only, a description of the steps the district will take to align its curriculum in the Spanish language arts with the standards required under Section 228.30(b)(4) of this Part; and

ii) For 2012-13 and each subsequent school year, a description of the methods by which the district will measure and monitor its students' progress with respect to the standards required under Section 228.30(b)(4) of this Part.

E) A budget summary containing a projection of the program expenditures (e.g., instruction, support services, administration and transportation) and offsetting revenues for the upcoming fiscal year, and a detailed budget breakdown, including allowable program expenditures for which reimbursement is sought, other program expenditures, and total program costs. At least 60 percent of the funding received from the State must be used for instructional costs [105 ILCS 5/14C-12]. "Instructional costs" are limited to any of the costs described under Account Number 1000, as set forth in 23 Ill. Adm. Code 100.Appendix D (Expenditure Accounts).

F) In the case of a TBE program, an assurance that the district's Bilingual Parent Advisory Committee established pursuant to Section 14C-10 of the School Code and Section 228.30(c)(5) of this Part has had an opportunity to review the application.

G) Inclusion of certifications, assurances and program-specific terms of the grant, as the State Board of Education may require, to be signed by the applicant that is a party to the application and submitted with the application.

5) Applications that, upon review by the State Superintendent of Education staff, are found to contain the information required pursuant to this Section shall be recommended for approval by the State Superintendent of Education. If the application is found to be incomplete, State Board staff will send a written notice to applicants requesting that they supply the needed information. In order to permit accurate allocation of funds for the program among eligible recipients, the State Superintendent may establish a deadline by which applicants must supply the requested information.
6) The State Superintendent of Education will approve applications that demonstrate compliance with Article 14C of the School Code and this Part, except that the State Superintendent shall invoke subsection (b)(5) of this Section with respect to any requested information that is missing from any application submitted for approval.

c) Account of Expenditures and Reimbursement Procedures

1) An account of each district's expenditures pursuant to Article 14C of the School Code and this Part shall be maintained as required in Section 14C-12 of the School Code. Accounting procedures shall be in accordance with applicable requirements of 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

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

3) School districts shall submit claims for reimbursement of programs approved in accordance with this Part on forms provided by the State Superintendent of Education and in accordance with Section 14C-12 of the School Code, as limited by subsection (b)(4)(E) of this Section. No State reimbursement shall be available with respect to any student served for fewer than five class periods per week.

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

5) A request to amend a district's approved budget shall be submitted on forms provided by the State Superintendent of Education whenever a district determines that there is a need to increase or decrease an approved line item expenditure by more than $1,000 or 20 percent, whichever is larger. A budget amendment must also be submitted for approval when a grantee proposes to use funds for allowable expenditures not identified in the approved budget. An amendment shall not be approved if it results in
instructional costs comprising less than 60 percent of the total reimbursement requested.

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

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

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

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.60 Evaluation

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

b) Each school district's progress with regard to the academic achievement of students of limited English proficiency shall be evaluated annually in accordance with the provisions of 23 Ill. Adm. Code 1.40 (Adequate Yearly Progress).

(Source: Amended at 37 Ill. Reg. _______, effective ____________)
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Financial Officer
       Nicki Bazer, General Counsel

Agenda Topic: Action Item: Proposed Amendments for Adoption – Part 35
(Mentoring Program for New Principals)

Materials: Recommended Rules

Staff Contacts: Linda Tomlinson, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
The proposed amendment does not relate to the Board’s Strategic Goals since it is a technical
change to align the wording of the rules to the terminology used in the licensure system.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 35.

Background Information
P.A. 97-607, effective August 26, 2011, changes the current system of teacher, administrator
and school service personnel certification set forth in Article 21 of the School Code to a
licensure system (Article 21B of the School Code). More than a dozen sets of the agency’s
rules refer to “certification” in some manner. References to certification and related terms will
need to be changed to align each of these sets of rules to the licensure system, which will
become effective July 1, 2013.

The proposed rules were published in the Illinois Register February 8, 2013, to elicit public
comment; one was received. A summary and analysis of the public comment, and any
recommendations for changes as a result, can be found under "Policy Implications" below.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: An entity that provides mentoring and professional development services to
principals and superintendents submitted the only comment received on this rulemaking. The
group said it was "strongly opposed" to existing provisions that allow for a tiered approach to
funding principal mentoring programs based on the amount of the funding available. In
particular, the entity said the rules fail to place a "high priority on mentoring services for first-
year principals" since it provides for only second-year principals to participate in mentoring in
any year in which the state appropriation for the program is insufficient to fund services for all
first-year principals. Citing research showing the benefits of mentoring in an individual's first
year as principal, the group contended that "even the most qualified and highly competent first-
year school principal can fail without needed mentoring support".
Section 2-3.53a of the School Code and Part 35 sets forth requirements for the new principal mentoring program. Implementation of the program in any given year is dependent upon an appropriation sufficient to provide services to all first-year principals. The law requires that each principal in his or her first year of employment participate in mentoring activities in years when the program is implemented.

The commenter is referencing the rule at Sections 35.20(e) and (f) put in place in May 2010. These subsections responded to P.A. 96-373, effective August 13, 2009, that amended Section 2-3.53a of the School Code to authorize the provision of mentoring services to principals first hired after July 1, 2008, who are in their second year of employment, provided that there is sufficient funding to conduct the program. Unlike the required first year of mentoring, participation in the second year of mentoring is optional.

The rule sets up a three-step process for State Board staff to determine each year whether mentoring will be offered to first-year principals only, both first- and second-year principals, or second-year principals only. This determination is based on the anticipated number of participants and the total amount of the appropriation. In years in which the appropriation is insufficient to serve all first-year principals, a mentoring program will be established for second-year principals electing to participate. Continuing to serve at least second-year principals allows the funding received to be used to provide mentoring benefits for those who choose to participate and obviates the need to “lapse” money at the end of the fiscal year. If a program is not offered during a principal’s second year, then the principal will no longer be eligible for services after that point in time.

The rule established a clear and equitable process for determining when mentoring can be offered to principals who are in their second year of employment. The proposed process continues to direct resources to those with the greatest needs (i.e., first-year principals), yet enables the agency to provide services in years when funding falls short.

No change is being recommended in response to this comment since any change would be substantive in nature. This type of modification would require a new rulemaking to allow for others to comment on any proposed revisions. Further, the law directs the agency to first determine if funding is available to serve all first-year principals before determining if second-year principals can be served. For this reason, the agency may lack the authority to use rulemaking to establish a process whereby only a portion of first-year principals are eligible to participate based on funding constraints. Finally, the commenter offered no options for the agency to consider when establishing the selection criteria to be used for determining participation of first-year principal.

**Budget Implications.** None.

**Legislative Action.** None.

**Communication.** Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed changes will align the rules to current statute by eliminating references to the certification process. Since the purpose of the rulemaking was to update the terminology used, it would be inappropriate at this time without the benefit of public comment to make the type of substantive changes requested by the commenter.
**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Mentoring Program for New Principals (23 Illinois Administrative Code 35),

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

**Next Steps**
Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the rules will be filed with the Secretary of State and disseminated as appropriate.
Section 35.20 Annual Program Planning; Fiscal Provisions

a) No later than June 1 of each year, each district superintendent shall report to the State Superintendent of Education, or to the State Superintendent's designee, the following information:

1) the number of first-year principals who are expected to be working in the district in the coming school year and required to participate in the mentoring program; and

2) the number of second-year principals for whom a second year of mentoring is being requested.

b) No later than June 1, each district superintendent shall provide to the State Superintendent or designee the names, professional educator license
administrative certificate numbers, and assigned schools of first-year principals, as defined in Section 35.10(a) of this Part, who are employed or under contract with the district and eligible for the mentoring program. Each superintendent shall continue to submit this information in a timely way for any first-year principal whose information was not included on the initial submission. Submissions after June 1 shall occur either immediately after the individual's employment begins or a contract is signed, but no later than December 30.

c) Based on the number of first-year principals expected statewide and the level of available funding foreseen, the State Superintendent shall determine whether the appropriation is likely to be sufficient to require operation of the mentoring program in the coming year for all first-year principals. This calculation shall be based on a cost figure of $2,000 for each first-year principal in the program plus the cost of delivering the required training, coordinating the mentors' assignments, and providing the other necessary structure and support for the program. The program for first-year principals shall be implemented in a given year only if sufficient funds are available based on these cost factors.

d) If the State Superintendent determines under subsection (c) of this Section that the appropriation is sufficient to serve all first-year principals, then the State Superintendent shall determine if sufficient funding exists to support the operation of the mentoring program for second-year principals who request mentoring services.

1) The initial calculation shall be based on a cost figure of $1,000 for each second-year principal requesting participation in the program plus the cost of delivering the required training, coordinating the mentors' assignments, and providing the other necessary structure and support for the program.

2) In years in which the number of second-year principals who request mentoring services exceeds the number who can be accommodated with available funding based on the cost figure outlined in subsection (d)(1) of this Section, then the cost figure used will be between $1,000 and no less than $500 for each second-year principal requesting participation plus the cost of delivering the required training, coordinating the mentors' assignments, and providing the other necessary structure and support for the program.

3) In any year in which the appropriation is insufficient based on the cost figures set in subsection (d)(1) or (d)(2) of this Section, the State
Superintendent or designee shall inform districts that a program for second-year principals will not be held.

4) Second-year principals not able to participate in a second year of mentoring in the year immediately following their first year of mentoring shall be ineligible for further participation in the mentoring program.

e) If funding is insufficient to serve all first-year principals based on the cost figure outlined in subsection (c) of this Section, but sufficient funds exist to serve all second-year principals, as determined in subsection (d)(1) or (d)(2) of this Section, then a program for second-year principals only shall be established. No mentoring program shall be implemented in years in which funding is inadequate to serve either all first-year principals or all second-year principals.

f) As soon as possible after the level of the appropriation for a given year has been established, the State Superintendent shall notify all districts and the providers approved under Section 35.60 of this Part regarding whether the program will operate in the coming year and whether mentoring will be provided for first-year principals only, both first-year and second-year principals, or second-year principals only.

g) No later than May 30 prior to a school year during which the program will be in operation, each experienced principal who desires to serve as a mentor shall submit an application to a provider approved under Section 35.60 of this Part, supply the required documentation of eligibility (see Section 35.40 of this Part), and, if employed in a school or in a regional office of education, provide verification in a format specified by the State Superintendent of supervisory approval for his or her participation. The State Superintendent or designee shall publicize the list of approved providers so that experienced principals can make application to the provider and complete the required training to be included in the pool of available mentors.

h) When verification is received in accordance with the requirements of Section 35.30(f) of this Part that a mentor has provided the service required under this Part, the State Superintendent of Education or designee shall make a payment in the amount of $2,000 for each first-year principal served or $1,000 for each second-year principal served, subject to limitations set forth in subsection (d)(2) of this Section. Payment shall be made either to the approved provider that facilitated the mentoring relationship for disbursement to the mentor or directly to the mentor if requested by the provider.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENT

(Source: Amended at 37 Ill. Reg. _______, effective ____________)
ILLINOIS STATE BOARD OF EDUCATION MEETING
May 16, 2013

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Nicki Bazer, General Counsel

Agenda Topic: Action Item: Amendments for Adoption – Part 375 (Student Records)

Materials: Recommended Amendments

Staff Contacts: Eric Grodsky, Deputy General Counsel

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

Relationship to/Implications for the State Board's Strategic Plan
This agenda item does not link directly to any Strategic Goal as it deals with the retention, maintenance and transfer of students' school records.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 375.

Background Information
Part 375 implements the Illinois School Student Records Act [105 ILCS 10], which sets forth procedures specific to retention, maintenance and transfer of educational records of students in public elementary and secondary schools, including state-funded preschools and daycare centers.

The primary purpose of this rulemaking is to allow parents an opportunity to determine which scores from college entrance examinations will appear on their student's academic transcript (see Sections 375.10, “Student Permanent Record”, and Section 375.30(d)). Other proposed changes provide additional clarity about health-related information, consideration of video recordings as a student record and maintenance of records in a secure manner (see Sections 375.10, “Health-related Information” and “School Student Record”, and Section 375.40(g)).

The proposed amendments were published February 8, 2013, in the Illinois Register to elicit public comment; one comment was received. A summary and analysis of the public comment, along with any recommendations for changes in the proposed amendments as a result, is attached.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
College Entrance Examinations. By way of background, school districts are required under Section 375.10, “Student Permanent Record”, to record on a student's academic transcript any score received on a college entrance exam. This requirement has been in place since the rules were first promulgated in 1976. At that time, students who intended to go to college usually took one or two college entrance examinations, and it seemed advisable to include those scores on
the academic transcript, which is typically provided to the postsecondary institutions to which a student may apply.

Today, students often take college entrance examinations multiple times in order to improve their results. Until just recently, they had had the option of determining whether to send the scores received on any of those tests to their respective high school. By choosing to send some, but not all, of their scores, students could ensure that the transcript recorded only the best results. This flexibility is no longer available, however. As a part of measures taken to guard against fraud (i.e., having someone else take a test for an individual), test publishers are now providing to a student's high school the results from each examination a student has taken, along with a copy of the test-taker's photograph. Under the requirement of the current rules, schools must include each of these scores on a student's transcript, which may result in the academic transcript having one or more scores from a single college entrance exam. Additional test scores also may appear on the transcript due to schools use of college entrance exam results to chart academic progress and growth or for course placement purposes.

Under the proposed rule, parents would be able to provide a written request to remove certain scores of college entrance exams from their student’s academic transcript. School districts would be required to notify all parents upon their student’s initial enrollment or transfer of the parents’ right to ask that scores be removed. This process will help those students who have taken a particular exam multiple times to record on the transcript the score or scores that best reflect their academic achievements and skills.

**Health-related Information.** P.A. 97-204, effective July 28, 2011, requires school districts to adopt policies addressing concussions and to include the policy in any contract, agreement, etc., that parents are required to sign for their students' athletic participation. At the time the law was enacted, its clear language resulted in staff's determination that no rulemaking was necessary to implement the law's provisions. Since that time, however, staff have received an inquiry from the local records commission about whether any documentation regarding parents' notification would be retained in the student records. It would be appropriate for this documentation to be included as part of health-related information that is required to be placed in the temporary record.

**Law Enforcement Records.** P.A. 97-1104, effective January 1, 2013, amended the Juvenile Court of 1987 to restrict access to law enforcement records (as defined in Section 22-20) of the School Code [105 ILCS 5/22-20] of minors who have been arrested or taken into custody before they turn 17 to school officials only in situations where “there is an imminent threat of physical harm to students, school personnel, or others who are present in the school or on school grounds”. Additionally, any information provided to school officials about a student who is under investigation for a matter directly related to school safety shall be presented orally only and is not to be included in the student’s school record. Acknowledgement of this statutory provision is being added to the rule.

Certain videos or other electronic recordings, however, may become part of a student’s school record under specified circumstances. The proposed amendments at Section 375.10, “School Student Record”, define those instances when the content of a video or other electronic recording may become part of a student’s school record and reminds schools of their obligation to protect the confidentiality of those records, in accordance with the Illinois School Student Records Act (ISSRA) and the Family Educational Rights and Privacy Act (FERPA; 20 USC 1232g).
Budget Implications. None.
Legislative Action. None.
Communication. Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed changes to the rules will, in part, help schools understand what is considered a “school student record” by more fully addressing the statutory provisions that apply. Additionally, students and parents will retain the ability to determine which college entrance exam scores should be included on the academic transcript to best reflect the respective student's knowledge and skills.

Failing to proceed with the proposed clarifications will result in the rules being incomplete. Further, not allowing for the exclusion of college entrance exam scores will be detrimental to students who have improved their scores on subsequent test administrations and confusing for postsecondary institutions that receive the academic transcripts with multiple scores for each exam.

**Superintendent's Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Student Records (23 Illinois Administrative Code 375),

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

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

The commenter asked for a revision to the definition for "school student record". He stated that video or electronic records become part of a student's school records for "any purpose". Limiting their inclusion based on only certain circumstances would make the rule "incomplete," he stated. Further, he asked that for consistency, the rule use only the term "video or other electronic recordings".

Analysis

The proposed rule's purpose is to describe circumstances whereby a law enforcement unit record may become part of a student disciplinary or special education matter, i.e., the law enforcement unit provides the recording or a copy to school officials who maintain it as part of a disciplinary or other record. A video taken for law enforcement purposes could become part of a special education matter where, for example, student-on-student sexual assault on a bus occurs or it was recorded during an expedited due process hearing under the requirements of Section 14-8.02b of the School Code (105 ILCS 5/14-8.02b) and Section 226.655 of the agency's rules governing Special Education (23 Ill. Adm. Code 226.655). The proposed rule also reflects prevalent practice in the field; that is, schools maintain and use video recordings primarily to deter student misconduct or violence or for disciplinary actions and hearings or special education reasons (e.g., compliance with a student's Individualized Education Program (IEP), expedited hearings).

Not all video recordings of student activities generated by a school district constitute school student records within the scope of ISSRA and FERPA. Since video surveillance captures everything in the camera’s lens at any given moment, it does not become a school student record until a school makes a recording of a particular student doing something of interest to school officials. When the content of a video or other electronic recording relevant to a specific student for a particular reason (e.g., discipline, IEP compliance) is maintained by the school for that purpose, the video recording becomes part of the student record of that student (or of each student of interest involved in the incident). This intent should be made more explicit in the proposed definition.

Providing consistency in the terminology to be used provides clarity to the rule.

Recommendation

It is recommended that the definition of "School Student Record", Section 375.10, be modified as follows.

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials create, use and maintain this content, or it becomes available to them by law enforcement officials for a particular reason (e.g., disciplinary action, compliance with a student's Individualized Education Program) or special education purposes regarding that specific a particular student. Video or other electronic recordings security content that become becomes part of a student's school record shall not be a public record and shall be released only in conformance with
Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).
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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER k: SCHOOL RECORDS

PART 375
STUDENT RECORDS

Section
375.10 Definitions
375.20 Rights of Students
375.30 Notification
375.40 Maintenance and Destruction of School Student Records
375.50 Cost for Copies of Records
375.60 Emergency Release of Information
375.70 Release of Information
375.75 Public and Nonpublic Schools: Transmission of Records for Transfer Students
375.80 Directory Information
375.90 Challenge Procedures
375.100 Implementation
375.110 Enforcement

AUTHORITY: Implementing and authorized by the Illinois School Student Records Act [105 ILCS 10] and Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a].


Section 375.10 Definitions

"Accident Report" means documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe
enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth (as defined by 42 USC 11434a) has followed through on that request.

"Act" means the Illinois School Student Records Act [105 ILCS 10].

"Health Record" means medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code [105 ILCS 5/27-8.1].

"Health-related Information" means current documentation of a student’s health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110] or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgement of the district's concussion policy adopted pursuant to Sections 10-20.53 and 34-18.45 of the School Code [105 ILCS 5/10-20.53 and 34-18.45] and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).

"Official Records Custodian" means the individual appointed in each school in accordance with Section 4 of the Act [105 ILCS 10/4] who has responsibility for the maintenance, care and security of all school student records, whether or not the records are in his or her personal custody or control.

"School Student Record" shall have the meaning set forth in Section 2(d) of the Act [105 ILCS 10/2(d)], except that school student records shall not include:

Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information
was created at least in part for law enforcement or security or safety reasons or purposes; and

Electronic recordings made on school buses, as defined in Section 14-3 of the Criminal Code of 1961 [720 ILCS 5/14-3]; and

Any information, either written or oral, received pursuant to Section 22-20 of the School Code [105 ILCS 5/22-20] and Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials use and maintain this content for a particular reason (e.g., disciplinary action, compliance with a student's Individualized Education Program) regarding that specific student. Video or other electronic recordings that become part of a student's school record shall not be a public record and shall be released only in conformance with Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).

"Special Education Records" means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the School Code [105 ILCS 5/Atr. 14], to include the report of the multidisciplinary staffing conference on which placement or nonplacement was based, and all records and audio recordings in any format relating to special education placement hearings and appeals.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Act:

Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;

Academic transcript, including:

grades, class rank, graduation date and grade level achieved;
scores on college entrance examinations, except that a parent may request, in writing, the removal from the academic transcript of any score received on college entrance examinations (also see Section 375.30(d) of this Part); and

the unique student identifier assigned and used by the Student Information System established pursuant to Section 1.75 of rules governing Public Schools Evaluation, Recognition and Supervision (see 23 Ill. Adm. Code 1.75);

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64(a)); and

If not maintained in the temporary record, may also consist of:

Honors and awards received; and

Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Act:

A record of release of temporary record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];
Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64(a));

The completed home language survey form (see 23 Ill. Adm. Code 228.15);

Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension or the imposition of punishment or sanction;

Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8.6], as required by Section 2(f) of the Act [105 ILCS 10/2(f)];

Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the School Code [105 ILCS 5/10-20.40 or 34-18.34];

Health-related information; and

Accident Reports; and

May also consist of:

Family background information;

Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations;
Honors and awards received;

Teacher anecdotal records;

Other disciplinary information;

Special education records;

Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.); and

Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 375.30 Notification

a) Upon the initial enrollment or transfer of a student to the school, the school shall notify the student and the student's parents of their rights under the Act as specified in subsection (d) of this Section and of their rights with respect to the collection, distribution, and retention of biometric information under Section 10-20.40 or 34-18.34 of the School Code, if the school collects student biometric information.

b) All notification under this Part to parents of children classified under Section 14C-3 of the School Code [105 ILCS 5/14C-3] to be of limited English-speaking ability shall be in English and in the language of the child's primary speaking ability. All notifications shall be in a manner that is accessible to parents with disabilities.

c) This notification may be delivered by any means likely to reach the parents, including direct mail or email, parent-teacher conferences, delivery by the student to the parent, or incorporation in a "parent-student" handbook or other informational brochure for students and parents disseminated by the school.

d) The notification shall consist of:
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1) The types of information contained in the permanent and temporary records;

2) The right to inspect and copy permanent and temporary records, the limitations on the right of access established under Sections 10-22.3c and 34-18.6a of the School Code [105 ILCS 5/10-22.3c and 34-18.6a] and Section 5(a) of the Act, and the cost of copying these records;

3) The right to control access and release of school student records, except to the extent the records are authorized by law to be released without consent, and the right to request a copy of information released;

4) The rights and procedures for challenging the contents of the school student record;

5) The right to request removal from the student's academic transcript of one or more scores received on college entrance examinations through the submission of a written request stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be removed;

6) The persons, agencies or organizations having access to student records without parental consent;

7) The right to copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying this information;

8) The categories of information the school has designated as "directory information" and the right of the parents to prohibit the release of this information;

9) A statement informing the parents that no person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Act or this Part;
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

10) The right of the parents, as limited by Section 7 of the Act, to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, in the event of the transfer of the student to that district; and

11) Any policies of the school relating to school student records that are not included in the Act or this Part, including any policy related to the collection of biometric information as permitted under Section 10-20.40 or 34-18.34 of the School Code.

e) The principal of each school or the person with like responsibilities or his or her designate shall take all action necessary to assure that school personnel are informed of the provisions of the Act and this Part, either orally or in writing [105 ILCS 10/3].

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 375.40 Maintenance and Destruction of School Student Records

a) The provisions within the Act and this Part requiring the official records custodian to separate school student records into permanent and temporary categories shall apply only to records of students who are enrolled in the school on or after the effective date of this Part. Records of students who have graduated or permanently withdrawn prior to the effective date of this Part are not subject to these classifications except:

1) In compliance with the request of a parent or eligible student that this categorization occur; and

2) The official records custodian shall ensure that information characterized by the Act and this Part as "temporary" shall not be disclosed except as provided by Section 5 or 6 of the Act or by court order [105 ILCS 10/4(f)]. For the purposes of this Part, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney or an administrative agency official shall not be considered a court order unless signed by a judge.

b) Pursuant to Section 4(g) of the Act [105 ILCS 10/4(g) 5/4(g)], student temporary records shall be reviewed every four years or upon a student's change in attendance centers, whichever occurs first, to verify entries and to eliminate or
correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information pursuant to Section 375.10 of this Part. The records review is required in any given school year at the time a student first changes attendance centers within a district, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year.

c) Upon graduation, transfer or permanent withdrawal of a student from a school, the school shall notify the parents and the student of the destruction schedule for the student permanent record and the student temporary record and of the right to request a copy of the student's records at any time prior to their destruction. Notification shall consist of the following: date of notification, name of parent, name of official records custodian, name of student, and the scheduled destruction date of temporary and permanent records. Biometric information collected pursuant to the district's policy, if any, shall not be subject to the retention requirements applicable to the remainder of students' temporary records under Section 4(f) of the Act, and its destruction shall not be subject to authorization by the appropriate Local Records Commission under Section 7 of the Local Records Act [50 ILCS 205/7]. Instead, the destruction of students' biometric information shall conform to the requirements of Section 10-20.40 or 34-34.18 of the School Code, as applicable.

d) Upon graduation or permanent withdrawal of a student with a disability, as defined in Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226: Subpart A (Special Education), special education records, and other information contained in the student temporary record that may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. The school shall explain to the student and the parent the future usefulness of these records.

e) If a certified copy of an order of protection has been filed with a school district, then the district shall notify its school employees that the student records or information in those records of a protected child identified in the order shall not be released to the person against whom the order was issued (see Section 222(f) of the Illinois Domestic Violence Act of 1986 [750 ILCS 60/222(f)]).

f) Any final finding report required by Section 8.6 of the Abused and Neglected Child Reporting Act that has been filed in a student’s temporary record shall be removed from the student's record and returned to the Department of Children and Family Services upon written request made by the Department pursuant to
Section 8.6 of the Abused and Neglected Child Reporting Act. If a school that receives a request from the Department has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the Department's request to the receiving school, which shall comply with this subsection (f). No report other than what is required under Section 8.6 of the Abused and Neglected Child Reporting Act shall be placed in the school student record.

**g)** School student records shall be maintained for at least the period of time set forth in Section 4 of the Act.

1) The official records custodian shall take all reasonable measures to protect school student records through administrative, technical and security safeguards against risks, such as unauthorized access, release or use.

2) With the exception of material eliminated in accordance with subsections (b), (d) and (f) of this Section, the destruction or disposal of any records or information contained in those records shall be subject to the provisions of the Act and authorization by the appropriate Local Records Commission (see Section 7 of the Local Records Act).

(Source: Amended at 37 Ill. Reg. ______, effective _____________)
Illinois State Board of Education
May 16, 2013

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer
       Nicki Bazer, General Counsel

Agenda Topic: Action Items: Amendments for Adoption: Part 425
(Voluntary Registration and Recognition of Nonpublic Schools)

Materials: Recommended Rules

Staff Contacts: Melina Wright, Acting Division Administrator

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

Relationship to/Implications for the State Board’s Strategic Plan
The proposed amendment relates to Goal 1 (student achievement).

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 425.

Background Information
Staff originally proposed that Section 425.30 be clarified to stipulate that recognized nonpublic schools must meet the requirements of the School Safety Drill Act (105 ILCS 128) and the joint rules that implement the Act (29 Ill. Adm. Code 1500), which are established between the Office of the State Fire Marshal and the Illinois State Board of Education. In particular, such schools must comply with Section 25 of the School Safety Drill Act, which mandates an annual review for the purposes of updating each school’s emergency and crisis response plans. Due to issues raised through public comment, this amendment is being changed. See the analysis below for details.

The addition of a new section 425.90 to this Part responds to Public Act 97-570, effective August of 2011, which repealed the secular textbook loan program and replaced it with the Textbook Block Grant Program (105 ILCS 5/2-3.155). The law, in part, requires the State Board of Education to ensure “the religious neutrality” of any textbook purchased under the textbook block grant program and to monitor the purchases of textbooks by State-recognized nonpublic schools. To that end, the proposed amendment sets forth a process that requires recognized nonpublic schools to maintain certain information relative to the textbooks purchased under the block grant program and to provide that information to the State Superintendent upon request. By requiring that the information be maintained locally rather than submitted to the agency, the administrative burden is reduced on the part of staff, who will nonetheless be able to ascertain nonpublic schools’ compliance with the statute as the need arises.

The new Section 425.90 states requirements for eligible nonpublic schools to maintain records of textbooks purchased through this program for three years; to provide to the State Superintendent, upon request, copies of purchase orders and receipt confirmations of any
textbooks acquired through this program; and, if necessary, to return to the State Board any grant funds found to be spent on textbooks not in compliance with Section 2-3.155 of the School Code.

The proposed rules were published January 4, 2013, in the Illinois Register to elicit public comment; 68 were received, of which 66 comments came from religiously affiliated schools and organizations.

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

**Policy Implications:** Please see "Background" above.

**Budget Implications:** None.

**Legislative Action:** Please see "Pros and Cons of Various Actions" below.

**Communication:** Please see "Next Steps" below.

**Pros and Cons of Various Actions**

Proceeding with amendatory legislation to the School Safety Drill Act will enforce the State Board's belief that private schools should be held to the same standards for review of school emergency and crisis plans that govern public schools in the state.

Having rules in place for the Textbook Block Grant Program will ensure that, should an appropriation for the program be approved, the State Board is prepared to carry out its responsibilities for publishing annually a list of authorized textbooks; distributing grants to eligible schools; and monitoring, when necessary, the purchase of textbooks by State-recognized nonpublic schools.

**Superintendent's Recommendation**

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

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

Voluntary Registration and Recognition of Nonpublic Schools (23 Illinois Administrative Code 425).

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

**Next Steps**

Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the rules will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment
23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Comments
All commenters were uniformly opposed to placing in Section 425.30(d)(5) the proposed requirement that recognized nonpublic schools must comply with the joint rules of the State Board and the Office of the State Fire Marshal (29 Ill. Adm. Code 1500) on School Emergency and Crisis Response Plans.

All writers agreed with the argument advanced by the Catholic Conference of Illinois, objecting to use of the state recognition process as a source of new regulation, particularly since such regulation stands in contrast to state law. Writers noted that Section 25 of the School Safety Drill Act (105 ILCS 128/25, Annual Review) is addressed to public schools only, and that the exclusion of private schools from this portion of the Act appears to have been intentional, since the section references district-wide reviews of multiple schools. Rather than proceed with the amendment to rules, commenters requested the chance to reach consensus on an approach "...that meets (the agencies') goals in a manner that respects the tradition of the state recognition program and the diverse nature of Illinois' nonpublic schools." Writers noted that annual review of school crisis plans was already common practice in their schools and that they were not rejecting the idea of an annual review being imposed.

Analysis
Staff from the State Board and the Office of the State Fire Marshal met to discuss this comment and agree that commenters have raised a valid point. Amending the legislation, rather than Part 425, will provide the best solution to this issue. Changes to Section 25 of the School Safety Drill Act to require that all nonpublic schools undergo an annual review process will ensure that such institutions understand their responsibilities to review school emergency and crisis plans on a regular basis.

Recommendation
It is recommended that Section 425.30(d)(5) be modified as follows.

   d) Health and Safety

Section 425.10 Purpose and Applicability

Section 2-3.25o of the School Code [105 ILCS 5/2-3.25o] requires the State Board of Education to provide for the voluntary registration and recognition of nonpublic elementary and secondary schools, as defined in that Section. Further, Sections 2-3.51.5 and 2-3.155 of the School Code [105 ILCS 5/2-3.51.5 and 2-3.155] make State-recognized, nonpublic schools eligible to receive funds under certain block grant programs, the School Safety and Educational Improvement Block Grant Program under certain circumstances.

a) The purpose of this Part is to set forth:

1) the requirements and procedures for nonpublic schools' voluntary registration;
2) the requirements and procedures for nonpublic schools' voluntary recognition; and

3) the requirements and procedures for nonpublic schools' receipt of funding under Section 2-3.51.5 of the School Code; and.

4) the requirements for monitoring nonpublic schools' use of funding under Section 2-3.155 of the School Code.

b) This Part shall not apply to special education facilities under Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] (see 23 Ill. Adm. Code 401).

c) Nothing in this Part shall be construed as relieving a nonpublic school from the duty to comply with any other applicable State or federal law or regulatory requirement.

(Source: Amended at 37 Ill. Reg. ___________, effective ______________)

Section 425.30 Requirements for Recognition

No nonpublic school shall apply for recognition unless it was registered for the previous school year, except that a school whose educational program is delivered via correspondence may seek recognition without registration, in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location and thus the school does not provide assurances about their compliance with requirements for health examinations, as required for registration under Section 2-3.250(b) of the School Code. Recognition shall be granted only to schools that meet the requirements of this Section. A nonpublic school applying for recognition that has not applied for registration renewal by November 15 of the year in which the recognition application is submitted shall not be considered for recognition during the remainder of that school year.

a) Administrative Requirements

1) Each school's recognition shall be contingent upon evidence of compliance with the administrative requirements that are made applicable to nonpublic schools by relevant statutes.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) The school shall offer an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually.

B) The school shall require the students who are enrolled to attend daily during the entire regular school term.


D) The school shall comply with the requirements of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4], Section 5 of the Missing Children Records Act [325 ILCS 50/5], Section 5 of the Missing Children Registration Law [325 ILCS 55/5], and the rules of the State Board of Education promulgated pursuant to Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a] (see 23 Ill. Adm. Code 375.75, Public and Nonpublic Schools: Transmission of Records for Transfer Students).

E) The school shall comply with the requirements of the School Reporting of Drug Violations Act [105 ILCS 127].

F) The school shall comply with the requirements of Sections 10-27.1A and 10-27.1B of the School Code [105 ILCS 5/27.1A and 27.1B] regarding firearms and drug-related incidents in schools.

G) The school shall comply with the requirements of Section 10-21.7 of the School Code [105 ILCS 5/10-21.7] regarding the reporting of attacks on school personnel.
STATE BOARD OF EDUCATION
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2) Recognition shall also be contingent upon evidence of compliance with the additional administrative requirements of this subsection (a)(2).

A) The school shall maintain written descriptions of its governance structure and its policy-making procedure, shall maintain its policies in written form, and shall make its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request.

B) The school shall maintain a written description of its methods for complying with the nondiscrimination requirements identified in subsection (a)(1)(C) of this Section.

b) Educational Program

Each school's recognition shall be contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes.

1) Instruction shall be provided in English, except as otherwise permitted pursuant to Section 27-2 of the School Code [105 ILCS 5/27-2], in the branches of education taught to children of corresponding age and grade in the public schools (Section 26-1 of the School Code), including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health (Section 27-1 of the School Code).

2) Each school shall provide instruction in American patriotism, the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, and shall require pupils to recite the Pledge of Allegiance daily. (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]) Not less than one hour per week shall be devoted to the study of this subject matter in the seventh and eighth grades or their equivalent and in all high school grades. No student shall receive a certificate of graduation from the eighth grade or from high school without passing an examination on these subjects. No student shall be graduated from the eighth grade unless he or she has received instruction
in the history of the United States and has given evidence of a comprehensive knowledge of the subject. (Section 27-21 of the School Code [105 ILCS 5/27-21])

3) The school shall provide health education as required by the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

c) Personnel Requirements

1) Each school's recognition shall be contingent upon evidence of compliance with the requirements of subsection (c-5) of Section 2-3.25o of the School Code.

2) Each school shall require of each new employee evidence of freedom from communicable disease, including tuberculosis. This evidence shall consist of a tuberculin skin test and, if appropriate, an x-ray, performed by a physician licensed in Illinois or any other state to practice medicine in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, not more than 90 days preceding the date on which the report of the test results is presented to the school's chief administrator.

3) Each school's personnel policies shall require:

A) monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs); and

B) formal evaluation at least every two years in terms of proficiency and competency.

4) Students’ needs for support services such as counseling and social work shall be evaluated when school staff believe consideration is needed, such as when there are changes in the student body or stresses within the
surrounding community, and the school's staffing configuration shall reflect decision-making about how those needs should be addressed.

5) Each individual first assigned to a full-time teaching or administrative position at or after the beginning of the 2011-12 school year shall hold a bachelor's or higher degree.

6) Each individual first assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor's or higher degree shall participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content-area knowledge or pedagogy for teaching staff, and administration, supervision, evaluation, or school management for administrators).

7) Each individual employed in a field requiring licensure shall hold and practice within the scope of the relevant license.

d) Health and Safety

Each school's recognition shall be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes.

1) The physical facilities occupied by the school shall comply with the applicable local building code and fire safety requirements.

2) If the school provides food service, the nutrition program and the facilities used shall comply with the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.), the Child Nutrition Act of 1966 (42 USC 1771 et seq.), and the School Breakfast and Lunch Program Act [105 ILCS 125].

3) The school shall have a wellness policy on file that complies with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 (section 204 of Public Law 108-265; 42 USC 1751 note).

4) The school shall require evidence that, and shall furnish to the State Superintendent of Education the required reports regarding the extent to
which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and shall cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively.


6) The school shall comply with the requirements of the Eye Protection in School Act [105 ILCS 115].

7) The school shall comply with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135].

8) The school shall comply with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105].

(Source: Amended at 37 Ill. Reg. ____________, effective _______________)

Section 425.90 Textbook Block Grant Program

Recognized nonpublic schools serving students in kindergarten through grade 12 are eligible to receive annual funding for the direct purchase of selected secular textbooks that have been preapproved and designated by the State Board of Education (see Section 2-3.155 of the School Code).

a) Funding received under the Textbook Block Grant Program shall be used only for the direct purchase of secular textbooks, as defined in Section 2-3.155(b) of the School Code, that have been preapproved and designated by the State Superintendent of Education.

b) For the purposes of monitoring compliance with Section 2-3.155(d) of the School Code, each nonpublic school that receives funding under the Textbook Block
Grant Program shall provide to the State Superintendent, upon request, a copy of the purchase order and receipt confirmation for any textbooks acquired that includes the:

1) title of each textbook purchased, including its International Standard Book Number (ISBN), or, if no ISBN is provided, a description of the materials purchased;

2) quantity received; and

3) total cost of the textbooks ordered.

c) Records associated with the purchase of textbooks under Section 2-3.155 of the School Code shall be maintained for three years following the school year in which the textbooks were purchased.

d) In the event that the nonpublic school fails to comply with Section 2-3.155 of the School Code and this Section, then it shall return to the State Board of Education any grant funds expended on textbooks not in compliance with Section 2-3.155 of the School Code.

(Source: Added at 37 Ill. Reg. ____________, effective ________________)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Contract for FY14 ELL Professional Development Contract

Purpose of Agenda Item
The Division of English Language Learning requests that the Board authorize the State Superintendent to renew the contract with the Illinois Resource Center through June 30, 2014, to provide a statewide system of technical assistance and professional development and a bilingual parent summit to support education of English language learners (ELLs). The total award, from the contract’s inception through and including the renewal through June 30, 2014, will not exceed $4,720,921.

Relationship to/Implications for the State Board’s Strategic Plan
The activities under the contract support the following agency goals:

GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school;
GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders;
GOAL 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to renew the contract agreement with the Illinois Resource Center for the period of July 1, 2013 – June 30, 2014

Background Information
In April of 2011, the Board approved the issuance of an RFSP to solicit a contractor to provide technical assistance and professional development to Illinois school districts and educators who work with ELLs. The agency released an RFSP for this purpose in September of 2011. The successful bidder, the Illinois Resource Center, was awarded an initial six month contract in January 2012 with the option of renewal for up to four additional years. The Illinois Resource Center was the lone bidder. The IRC also held the previous grant to provide ELL professional development.

The number of ELL students enrolled in Illinois schools continues to grow, with approximately 197,000 ELLs representing 144 home languages identified in districts throughout the state in the most recent statistical report.

The contract deliverables and services include:

- Providing English Language Learner (ELL) related technical assistance to Illinois districts and schools and Regional Offices of Education (ROEs);
Providing professional development related to ELL education to teachers, administrators, certificated and non-certificated staff, parents, and community stakeholders including six regional professional development institutes;

Providing training and technical assistance to facilitators who work with districts and schools as well as to the districts themselves to help them meet Annual Measureable Achievement Objectives (AMAOs);

Coordinating and facilitating state meetings including the annual statewide DELL program directors’ meeting;

Coordinating and managing the annual Bilingual Parent Summit; and

Processing reimbursement payments to school districts for expenses related to sending participants to the annual Bilingual Parent Summit.

Over the past year, there has been a shift in technical assistance to target services to select districts identified through a variety of data indicators. DELL staff have been working with the contractor to develop processes for designing, delivering, and monitoring technical assistance plans with these districts.

**Financial Background**

On January 9, 2012, the Illinois State Board of Education entered into a contract with the Illinois Resource Center for $993,393. The contract had the option of four one-year renewals contingent upon sufficient appropriation and satisfactory work performance of the contractor in the preceding contract year.

The contract was renewed on June 29, 2012 to extend the end date through June 30, 2013 and add $1,885,880 for a total contract maximum of $2,879,273.

This request is to renew the contract through June 30, 2014 and to add $1,911,639 for a total contract maximum of $4,720,921. The funding will come from the Title III Grant Funds and GRF – Bilingual Education Grant fund sources.

The financial background of this contract is illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
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<tbody>
<tr>
<td>FY12</td>
<td>$ 868,393</td>
<td>$ 55,009</td>
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<td>$ 923,402</td>
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<tr>
<td>FY13</td>
<td>$1,760,880</td>
<td>$ 125,000</td>
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<td>$1,885,880</td>
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<tr>
<td>FY14</td>
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<td>$1,786,639</td>
<td>$ 125,000</td>
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<td>$1,911,639</td>
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<tr>
<td>Total</td>
<td></td>
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<td>$4,720,921</td>
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The requested amount will increase the contract by $1,911,639 for a maximum amount of $4,720,921, effective July 1, 2012 to June 30, 2013.

**Business Enterprise Goal**

The original solicitation included a Business Enterprise Goal (BEP) goal of 5%. The Illinois Resource Center failed to spend any money toward their FY12 BEP goal. Currently, IRC is falling short of their FY13 BEP goal. The BEP goal for FY14 will be $95,582 and ISBE will work closely with IRC to ensure this goal is explicitly stated in their FY14 contractual agreement and met.
The current BEP totals are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
<th>BEP Goal Percentage Attained</th>
<th>BEP Goal Amount Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>5%</td>
<td>$49,670</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>FY13</td>
<td>5%</td>
<td>$94,294</td>
<td>.2%</td>
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<tr>
<td>FY14</td>
<td>5%</td>
<td>$95,582</td>
<td>n/a</td>
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</table>

**Effectiveness**

Under the FY13 contract, the Illinois Resource Center has provided some of the deliverables later than expected and has reported some activities outside the scope of the contract. Therefore, the renewal includes a more clearly defined list of deliverables and revised monthly and quarterly reports, which include updates on the status of contract deliverables. ISBE is working with the contractor to develop a system of evaluating the impact of technical assistance and professional development on educator and school district practice, as well as child outcomes.

Under the prior grant, the IRC successfully delivered a range of services which are also sought under this contract, including workshops and technical assistance to educators and school districts and the Annual Bilingual Parent Summit for ELL parents. During the current contract year, the Illinois Resource Center has provided Illinois school districts with a range of services supported in part or in whole by the state contract, including:

- 331 workshops/technical assistance sessions including instructional strategies, dual language, assessment, parental involvement, multiculturalism and special education, serving 8,294 participants
- 2 Leadership Institutes serving 68 participants
- 2 Regional Institutes serving 108 participants
- 1 webinar serving 38 participants
- 2-day State Bilingual Directors’ meeting serving 300+ participants

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

Policy Implications: Approval of the ELL Professional Development contract will allow the Agency to continue to provide professional development and technical assistance resources, including consultants with expertise in ELL instruction, to promote the use of research–based practices in ELL education in Illinois schools. Under this contract, the Agency will also convene the annual Bilingual Parent Summit, which offers parent education and networking opportunities to attendees to support the work of the Bilingual Parent Advisory Committees at the district level.

Budget Implications: $1,786,639 in State Transitional Bilingual Education funds will be used to fund the activities under this contract in FY14. An additional $125,000 in federal Title III funds included under the contract will be used solely for reimbursing districts for the costs of sending parents to the Annual Bilingual Parent Summit. Funding for the contract through FY14 would be as follows:
<table>
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<tr>
<th></th>
<th>State Transitional Bilingual Education</th>
<th>Federal Title III</th>
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<td>FY12</td>
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<td>FY13</td>
<td>$1,760,880</td>
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<tr>
<td>FY14</td>
<td>$1,786,639</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

Total Award Amount over Four and a Half Year Period - $8,670,352

Legislative Action: None required.

Communication: The field will be informed of the available services and opportunities. No public media communication is required.

**Pros and Cons of Various Actions**

Approval of the renewal of this contract would allow continuation of systematic assistance to targeted areas of the state and districts to support and enhance the education of ELLs. At a time when districts are making budget cuts, this contract provides them with additional training and technical assistance resources to serve ELLs.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to renew the contract for the delivery of ELL Statewide Professional Development services with the Illinois Resource Center for the amount of $1,911,639 for the period of July 1, 2013 – June 30, 2014, total contract amount not to exceed $4,720,921.

**Next Steps**

Upon Board authorization, Agency staff will draft and execute a contract renewal with the Illinois Resource Center to continue the applicable services.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Approval of the ROE #48-Peoria County for the Illinois Virtual School Exceeding $1 Million

Staff Contact(s): Elizabeth Hanselman, Assistant Superintendent for Special Education and Support Services
Dave Andel, Division Administrator for Special Education Services
Kathleen Barnhart, Principal Consultant

Purpose of Agenda Item
The Division of Special Education and Support Services requests that the Board approve the renewal of the intergovernmental agreement (IGA) with the Regional Office of Education #48 – Peoria County for the Illinois Virtual School.

Relationship to/Implications for the State Board’s Strategic Plan
This recommendation aligns with Goals 1 and 2 from the ISBE Mission and Goals Statements.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to approve the renewal of this contract for FY14 for an additional year with the total of the contract not to exceed $7,254,822.00.

Background Information
The Illinois Virtual High School (IVHS) began in January 2001, pursuant to Board action. The Illinois State Board of Education ran the program from 2001-2003. In 2003, the Illinois Math and Science Academy (IMSA) assumed day to day operations.

In 2008, ISBE released a Request for Sealed Proposals (RFSP) for the administration and management of the Illinois Virtual School (IVS) which would expand to include professional development offerings for teachers as well as continue to offer high-quality, standards-based courses for students in grades 5-12. These courses would be taught by highly-qualified, Illinois-certified teachers.

The Regional Office of Education #48 – Peoria County was the successful bidder. Since assuming management of the IVS, the new administrator has completed a full course review, moved to a new learning management system, added enhanced and additional course offerings, worked with districts to design and deliver customized courses, revised teacher selection, training and competition, and developed online courses for Illinois teachers to support state and regional initiatives.
Financial Background
On April 1, 2009 the Illinois State Board of Education entered into an IGA with Regional Office of Education #48 – Peoria County for $1,874,822 through June 30, 2010 with six possible one year renewals. This contract was subsequently brought back for the Board’s approval for FY11, FY12 and FY13. The contract was procured through the use of a request for sealed proposal (RFSP) for the administration and management of the Illinois Virtual School.

This request is to renew the current contract from July 1, 2013 through June 30, 2014 for $1,450,000. This renewal will increase the maximum amount of the contract to $7,254,822. This amendment to the current contract will be funded by the State and District Technology for Support funds.

The financial background of this contract is illustrated in the table below:

<table>
<thead>
<tr>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09 $200,000</td>
<td>$24,995</td>
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<td>$224,995</td>
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<tr>
<td>FY10 $1,449,827</td>
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<td>$1,649,827</td>
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<td>FY12 $1,200,000</td>
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<td>$1,450,000</td>
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<tr>
<td>FY13 $1,200,000</td>
<td>$1,200,000</td>
<td>$1,450,000</td>
<td></td>
<td>$7,254,822</td>
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<tr>
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<td>Total</td>
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<td></td>
<td></td>
<td>$7,254,822</td>
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</tbody>
</table>

Business Enterprise Program (BEP)
The original solicitation was posted in 2009 without a BEP goal. This intergovernmental agreement was granted an exemption from the BEP council and is not subject to ISBE’s BEP goal.

Effectiveness
IVS can provide students with:
- Opportunities to take courses not offered by their face to face school, such as Advanced Placement, foreign languages, and other enrichment opportunities.
- Ability to enroll in courses that could not fit into their daily school schedule.
- Courses to recover credit.
- Access 24/7 to course content an interaction with IL certified teachers.

Current initiatives of the IVS - Grades 5-12 program:
- Fall 2012 enrollment: 812 enrollments from 155 Illinois schools.
- Summer 2013 enrollment: Not available at this time.
- IVS tracks public and private school partnerships. IVS has 338 schools that have established a partnership with our online program.
- Fourteen flexible enrollment terms offered throughout the FY13 school year (17 weeks of instruction per term).
- IVS currently offers 126 courses in a wide range of curricular areas. The course catalog includes twenty-three (23) Advanced Placement semester courses approved by the College Board and course offerings covering 6 world languages (Spanish, French, German, Latin, Chinese, and Arabic).
• Fall 2012 completion rates for AP courses by department.
  o Mathematics – 78% completion
  o Science – 64% completion
  o Social Studies – 93% completion
  o World Languages – 80% completion
• IVS is in the process of reviewing content vendor proposals from a RFP sent in March.
• IVS anticipates offering the following new course and enhance course offerings in the following areas:
  o Middle School
    ▪ Core subjects in Math, Science, Language Arts, and Social Studies
    ▪ Electives
  o Technology – new web page development course
  o English I and II
  o Mandarin Chinese II
  o Arabic I
  o French IV
  o AP Chemistry
• IVS is expanding services to include new credit recovery courses focused on competency of content as defined by standards through pre and post assessments. The target student population will be for students who were unsuccessful in earning academic credit the first time taking a course.
• IVS is piloting with 4-6 schools in the 2013-14 school year to offer a blended learning solution that affords schools the needed infrastructure and technical support through IVS to offer their own online program for students.

Current initiatives of the IVS – professional development program:
• IVS manages the online delivery system for statewide professional development (IVS-PD) as part of the Illinois State Board of Education’s contract. IVS has partnered with ISBE and regional agencies to deliver and host professional development opportunities for educators statewide. Since January 2011, 1526 educators have enrolled in professional development opportunities through IVS.
• The IVS-PD platform allows for a variety of professional development models including blended, self-paced, and instructor/facilitator-led training. Our goal in developing this platform is to make available a robust, registration and content delivery system for agencies to use as a one-stop location for state and regional directed educator professional development.
• IVS-PD currently delivers the following online professional development.
  o ISBE’s Reading First Academy series for Kindergarten through third grade
    ▪ 643 Completions; 14,580 CPDUs earned
  o ISBE’s EFAST – Effective Formative Assessment for Students and Teachers
    ▪ 66 completions; 954 CPDUs earned; very active enrollments still in course
  o Fundamentals of Literacy Instruction for Students– ROEs/ISCs
    ▪ 31 Completions; Graduate level credit course
  o Introduction to Online Learning – IVS
    ▪ New course opened to the public
  o Teaching Online 101 – New IVS course
    ▪ 9 Completions; 140 CPDUs earned
  o Teaching Online 102 – New IVS course
    ▪ 3 Completions; 45 CPDUs
  o Project Choices
- Getting Started with Co-Teaching
- Teaching for Success: Differentiating Instruction for ALL Learners
  - Pre-School Mathematics course
    - 11 Completions; 66 CPDUs; very active enrollments still in the course
- IVS is in the midst of planning development for the following online professional development opportunities in conjunction with ISBE and/or ROE representatives.
  - IATTAP’s online Autism Training Course – up to 1500 enrollments anticipated.
  - RTTT professional development.
  - School Nurse Certification.

Future initiatives of IVS:
- Continue to explore opportunities to work with the Center for School Improvement and RTTT initiatives.
- Expand professional development opportunities.
- Increase student enrollment in full-service online courses and credit recovery options.
- Expand partnerships with public and private schools through virtual learning awareness and advocacy.
- Offer a blended learning solution that combines IVS platform and courses with the local school’s instructional support.
- Assist with district policy and curriculum adjustments to increase the number of AP courses offered to Illinois students.

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

Policy Implications: Approval of the contract renewal with the Regional Office of Education #48–Peoria County, will allow the IVS to continue to operate and provide needed services to the students and teacher of Illinois, as well as, expand course options and develop new services.

Budget Implications: State funding sources currently support this effort.

Legislative Action: None required

Communication: None required.

Pros and Cons of Various Actions
State Board approval allows the contract agreement to be executed in a timely manner so that funds can be utilized during FY14, and services can be delivered to provide continued support for implementation of the Illinois Virtual School.

Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board hereby authorizes the Agency staff to renew the IGA with the Regional Office of Education #48 – Peoria County through June 30, 2014 and to increase the contract’s amount by $1,450,000, such that the total amount of the contract shall be $7,254,822. This contract is for the administration and management of the Illinois Virtual School.
Next Steps
Upon Board authorization, Agency staff will post a notice of the renewal of this contract on the Illinois Procurement Bulletin. When the posting requirements have been met the agency staff wills renewal the current contract.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Donald Evans, Chief Operations Officer/Director of Human Resources and Labor Relations

Agenda Topic: Contract Exceeding $1 Million: Request to award the contract for Student Information System

Staff Contact(s): John Shake, Information Technology Division Administrator (Acting)

Purpose of Agenda Item
The Division of Information Technology requests the Board to authorize the State Superintendent to award a contract for system support and enhancements for the Illinois State Board of Education's Student Information System (ISBE SIS) which will exceed $1 million over 5 years to International Business Machines Corporation (IBM).

Relationship to/Implications for the State Board's Strategic Plan
The Student Information System contract will support the following Board goal.

GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to execute the contract subject to staff recommendations.

Background Information
The Illinois State Board of Education's Student Information System (ISBE SIS) project has been developed and implemented in phases over a multiple year period working with International Business Systems (IBM) contractors. The development of this system is to address the increased accountability and reporting requirements regarding student academic achievement and progress brought about by the passage of the "No Child Left Behind Act of 2001" (Public Law 107-110). The current contract with IBM ends on June 30, 2013.

The ISBE SIS provides state and federal education entities, the education community, and the public with timely and accurate data collection and reporting of that data about students, schools, school districts, and the State of Illinois. The ISBE SIS provides secure and appropriate access for other applications seeking to use its data, such as student record inquiry, retrieval, and transfer. This system serves as the vehicle to collect student-related information electronically from school districts.

The collection and use of individual student data increases the state’s capacity to follow a student’s progress over time and to conduct longitudinal studies. It can be a valuable tool, assisting educational leaders in making informed data-driven decisions regarding policies; potentially reduces the amount of data collected from school districts and schools; improves the quality of information gathered from local sources; and enhances the use of state-level data by local school districts to better plan and implement educational services and programs.

The Illinois State Board of Education seeks a contractor to provide ongoing maintenance (described in the “Contractor Services” section of this document) of the ISBE Student Information System and to provide enhancements to that system as data collection requests and mandates change.
Financial Background
The Illinois State Board approved the issuance of a request for sealed proposal (RFSP) on February 27, 2013 to contract with a vendor to provide support to the Illinois Student Information System. Proposals were received from Advent Business Company, International Business Machines Corporation (IBM), Lead IT and Ryan Consulting Group. The proposals were evaluated in accordance with the RFSP requirements. Accordingly, the Division of Information Technology seeks to enter into a contract with the vendor having the highest evaluation scores, International Business Machines Corporation (IBM).

The initial term of this contract will begin no sooner than July 1, 2013 and will extend to June 30, 2018 with an anticipated overall cost of $7,500,000., having five (optional) one-year renewals. This contract will be funded with the following fund sources: Early Childhood Block Grant, Title I – Low Income, Title I – Migrant Education Program, IDEA Discretionary, Perkins – Career and Technical Education, Title III – English Language Acquisition and GRF- contractual services.

The request for sealed proposal (RFSP) had a 20% Business Enterprise Program (BEP) goal. International Business Machines Corporation (IBM) was unable to identify a BEP vendor before the solicitation. The BEP goal will be addressed during contract negotiations.

The financial background of this contract is illustrated in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td></td>
<td>$750,000</td>
<td>$950,000</td>
<td></td>
<td>$1,700,000</td>
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<tr>
<td>FY15</td>
<td></td>
<td>$750,000</td>
<td>$850,000</td>
<td></td>
<td>$1,600,000</td>
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<tr>
<td>FY16</td>
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<td>$750,000</td>
<td>$750,000</td>
<td></td>
<td>$1,500,000</td>
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<tr>
<td>FY17</td>
<td></td>
<td>$750,000</td>
<td>$750,000</td>
<td></td>
<td>$1,500,000</td>
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<tr>
<td>FY18</td>
<td></td>
<td>$550,000</td>
<td>$650,000</td>
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<td>$1,200,000</td>
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<tr>
<td>Total</td>
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<td></td>
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<td>$7,500,000</td>
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</table>

Business Enterprise Goal
The request for sealed proposal (RFSP) had a 20% Business Enterprise Program (BEP) goal. International Business Machines Corporation (IBM) was unable to identify a BEP vendor before the solicitation. The BEP goal will be addressed during contract negotiations.

The BEP totals and estimated projections are illustrated in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
<th>BEP Goal Percentage Attained</th>
<th>BEP Goal Amount Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>20%</td>
<td>$340,000</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>FY15</td>
<td>20%</td>
<td>$320,000</td>
<td>0%</td>
<td>$0</td>
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<tr>
<td>FY16</td>
<td>20%</td>
<td>$300,000</td>
<td>0%</td>
<td>$0</td>
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<tr>
<td>FY17</td>
<td>20%</td>
<td>$300,000</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>FY18</td>
<td>20%</td>
<td>$240,000</td>
<td>0%</td>
<td>$0</td>
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<tr>
<td>Total</td>
<td>20%</td>
<td>$1,500,000</td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>
**Effectiveness**
The passage of the “No Child Left Behind Act of 2001” increased accountability and reporting requirements regarding student academic achievement. To better respond to these and other federal and state reporting requirements, the Illinois State Board of Education has developed and implemented a state-level student information system. Through the project, students have been assigned a unique identification number. All data to and from the state will use that unique identifier. The use of individual student records will:

- strengthen the state's capacity to follow a student's progress over time;
- provide better quality data to drive more enlightened policy decisions to enhance educational opportunities for all children;
- reduce data collection burden on schools and districts; and
- increase the use and relevance of state data by districts and schools.

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

**Policy Implications:** None

**Budget Implications:** The ISBE SIS project is funded by federal and state funds.

**Legislative Action:** None

**Communication:** None

**Superintendent's Recommendation**
I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to enter into a contract with International Business Machines Corporation (IBM) which was the successful bidder under the RFSP for Student Information System support. The cost of the initial term of the contract is $7,500,000 from July 1, 2013 through June 30, 2018. This contract will have 5 optional 1-year renewals.

**Next Steps**
Upon approval, the notice of contract award will be posted on the Illinois Procurement Bulletin website. When all the posting requirements have been met the State Superintendent will enter into a contract with the successful bidder in accordance with Board approval.
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: RFSP for Migrant Program Coordination

Materials: None

Staff Contact(s): Reyna Hernandez, Assistant Superintendent
David Gonzalez Nieto, Division of English Language Learning

Purpose of Agenda Item
To obtain approval to issue a Request for Sealed Proposals (RFSP) to select an entity to
provide migrant recruiting, inter-state coordination, needs assessment, student records transfer,
parent involvement, technical assistance and professional development for the Migrant
Education Program (MEP) in Illinois. The total award over a five year period will not exceed
$2,950,000.

Relationship to/Implications for the State Board’s Strategic Plan
The successful contractor will address all three goals:
GOAL 1: Every student will demonstrate academic achievement and be prepared for success
after high school;
GOAL 2: Every student will be supported by highly prepared and effective teachers and school
leaders;
GOAL 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the Superintendent to approve the RFSP.

Background Information
The Agency receives funding under Title I, Part C of No Child Left Behind for the Education of
Migratory Children to identify migrant children and provide them with supplemental educational
services that address barriers to learning related to mobility to ensure that these students meet
the state learning standards with an emphasis on reading and mathematics. Eligible migrants
include children through the age of 21 who have not graduated from high school and have
moved within the past three years across school district boundaries with a parent or guardian or
on their own to find seasonal or temporary work in agriculture or fishing. In Illinois, MEP funds
are distributed to local projects in communities with documented migrant populations. Most
services are provided during the summer months when the majority of migrant families are
present in the State. To effectively implement the MEP and meet the requirements of Title I,
Part C, the Agency implements statewide and inter-state coordination activities to address the
needs of migrant children.

Since their selection through a competitive bidding process in 2008, the Illinois Migrant Council
has provided statewide migrant program coordination services under a contract with the agency.
This contract ends on August 31, 2013. The agency is requesting permission to issue an RFSP to select a contractor for coordination of the migrant program beginning September 1, 2013.

**Financial Background**
The contract will be awarded for a term of September 1, 2013 (or upon execution, whichever is later) through August 31, 2014. There will be four possible one-year renewals contingent upon a sufficient appropriation for the program and the satisfactory performance of the contractor in the preceding contract year. This contract will be funded by the Title I – Migrant Education Federal Grant.

Shown below is a summary for the funding for the proposed contract:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
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</thead>
<tbody>
<tr>
<td>FY14</td>
<td></td>
<td>$ 491,667</td>
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<td>$ 491,667</td>
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<tr>
<td>FY15</td>
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<td>FY16</td>
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<td>Total</td>
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<td>$ 2,950,000</td>
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</tbody>
</table>

**Business Enterprise Goal**
The solicitation will be issued with a 20% Business Enterprise Program (BEP) goal.

The BEP estimated projections are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>20%</td>
<td>$ 98,333</td>
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<tr>
<td>FY15</td>
<td>20%</td>
<td>$118,000</td>
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<tr>
<td>FY16</td>
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<td>$118,000</td>
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<td>FY17</td>
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<tr>
<td>FY18</td>
<td>20%</td>
<td>$118,000</td>
</tr>
<tr>
<td>FY19</td>
<td>20%</td>
<td>$ 98,333</td>
</tr>
</tbody>
</table>

**Effectiveness**
The successful contractor would implement the following tasks:
1) coordinating the identification and recruitment of all migrant children following federal guidelines for eligibility determination, and implementing recruiter training and quality control procedures;
2) collecting individual migrant student data that is uploaded onto a federal data base to facilitate inter-state coordination and student records transfer;
3) maintaining an updated comprehensive needs assessment to guide program development and a state plan for migrant program services;
4) participating in inter-state coordination efforts including multi-state consortia;
5) involving migrant parents in their children’s education; and
6) providing professional development, technical assistance and support to local MEP projects.

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

Policy Implications: The efforts of the successful contractor will provide the resources the Illinois State Board of Education needs to meet the requirements of the federal MEP and conduct statewide activities that improve education opportunities for highly mobile, at-risk migrant children and youth.

Budget Implications: The contract will be funded with federal Title I, Part C funds. The amount for the first contract period (September 1, 2013 – August 31, 2014) will be $590,000.

Legislative Action: None

Communication: None

**Pros and Cons of Various Actions**

Selecting a contractor to coordinate the Migrant Education Program will allow the Agency to effectively address the needs of migrant students in the state and to carry out the activities required under federal guidelines. The contract will be funded through the federal Title I, Part C MEP allocation to the State.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to issue a Request for Sealed Proposals for the purpose of entering into a contract for coordination of the statewide migrant education program for a maximum amount not to exceed $2,950,000 for the initial term and four possible one-year renewals.

**Next Steps**

Once Board approval is obtained the Agency will issue the RFSP.
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TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Peter Godard, Chief Performance Officer
Don Evans, Chief Operating Officer/Director of Human Resources and Labor Relations

Agenda Topic: Contract exceeding $1 Million: Illinois Longitudinal Data System Data Warehouse Continuation

Materials: None

Staff Contact(s): Peter Godard, Chief Performance Officer
Don Evans, Chief Operating Officer/Director of Human Resources and Labor Relations

Purpose of Agenda Item
The ISBE Center for Performance and Information Technology Division request the Board to authorize the State Superintendent to enter into a contract in excess of $1 million with an entity to be selected through procurement in order to continue the construction and implementation of the Longitudinal Data System data warehouse.

Relationship to/Implications for the State Board’s Strategic Plan
The data warehouse is linked to all three of the following Agency goals:

GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school;
GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders; and
GOAL 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to enter into a contract in fiscal year (FY) 2014 in an amount of $1,800,000 with an entity to be determined.

Background Information
As required by Public Act 96-0107 (P-20 Longitudinal Education Data System Act) the Illinois Longitudinal Data System Project seeks to continue work to establish a data warehouse that integrates data from multiple systems into an operational data store which would, in turn, feed a data warehouse and potential data marts for reporting and decision support.

Through the completed ILDS Data Architecture project the content of the data warehouse has in large part been identified to include data from:

- Student Information System (SIS)
- Special Education Data System (SEDS)
- Special Education Approval and Reimbursement System (SEARS)
- Funding and Child Tracking System (FACTS)
ISBE staff envisions a broad user base including ISBE, Regional Offices of Education (ROE), Intermediate Service Centers (ISC) and Local Education Agencies (LEA). Users will access the data warehouse through a web-based interface to be made available via ISBE’s existing Web infrastructure. The general public and other entities (e.g., the news media) that do not typically have access to ISBE systems may make information queries and access predefined data warehouse reports via a public web interface to be made available by ISBE. Organizations requesting data not available through the public interface portal (e.g., other state agencies and research organizations desiring student-level data) may establish data-sharing agreements with ISBE.

Following are desired outcomes resulting from the continuation of the development and implementation of a data warehouse:

- Provide enhanced and expanded data reports to LEAs. The data warehouse will enhance and expand the types of data reporting available to LEAs through the SIS and enable ISBE to provide data in an easy-to-use format that LEA administrators and teachers can use to support instructional decisions. Depending upon individual security levels, ISBE and LEA users will have the following options:
  - View preformatted (canned) reports;
  - View public, nonconfidential (as defined by the Freedom of Information Act) information;
  - Execute web-based, interactive (ad hoc) queries; and
  - Create data extracts that would support local use of statistical and analytical tools.
- Enable ISBE to effectively meet reporting requirements of the U.S. Department of Education.
The development and implementation of the ILDS data warehouse commenced in April, 2011 when ISBE entered into a contract with a data warehouse vendor. Due to performance issues with this vendor, data warehouse development was terminated and ISBE is now working to put in place the project elements needed to advance this critical initiative. ISBE will use the work completed to date for the warehouse as a foundation for moving forward, and will engage additional vendor resources to complete this initiative.

**Financial**
The contract will be awarded for a term of August 1, 2013 (or upon execution, whichever is later) through June 30, 2014. There will be four possible one-year renewals after 2014 contingent upon a sufficient appropriation for the program and the satisfactory performance of the contractor in the preceding contract year. This contract will be funded by the Illinois Longitudinal Data System (ILDS) grant.

Shown below is a summary for the funding for the proposed contract:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td></td>
<td></td>
<td>$1,800,000</td>
<td></td>
<td>$1,800,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,800,000</td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**
The solicitation will be issued with a 20% Business Enterprise Program (BEP) goal.

The BEP estimated projections are illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>BEP Goal Percentage</th>
<th>BEP Goal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td>20%</td>
<td>$360,000</td>
</tr>
</tbody>
</table>

**Effectiveness**
Last Evaluation of the program: N/A

Results of evaluation or effectiveness indicators: N/A

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**
Policy Implications: The data warehouse is a critical component of ISBE’s Illinois Longitudinal Data System and is necessary to facilitate data driven decision making at the local and state levels.

Budget Implications: Funding for the data warehouse proposal is included in the original Illinois Longitudinal Data Systems grant from the U.S Department of Education.

Legislative Action: N/A

Communication: Please see the Next Steps section below.
Superintendent’s Recommendation
I recommend that the following motion be adopted;

The State Board hereby authorizes the Agency staff to release a Request for Sealed Proposal for the development of a Data Warehouse and to enter into a contract with the successful bidders through June 30, 2014 not to exceed $1,800,000 in total. The resulting contract will have 4 possible one-year renewals.

Next Steps
Upon approval, staff will release a Request for Sealed Proposals to secure a contractor for the continuation of the development of the data warehouse. Agency staff will execute a contract in accordance with Board approval.
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Melissa S. Oller, Chief Internal Auditor
Agenda Topic: Amended FY 2013/FY 2014 Internal Audit Plan
Materials: Amended FY 2013/FY 2014 Internal Audit Plan
Staff Contact: Melissa Oller, Chief Internal Auditor

Purpose of Agenda Item
To provide the Board with the amended FY 2013/FY 2014 audit plan.

Expected Outcome(s) of Agenda Item
The Board will be informed of Internal Audit’s amended audit schedule for FY 2013/FY 2014 in relationship to the requirements of the Fiscal Control and Internal Auditing Act (30 ILCS 10/).

Background Information
The Illinois State Board of Education is required by the Fiscal Control and Internal Auditing Act (FCIAA) (30 ILCS 10/) to maintain a full time program of internal auditing and this plan must be approved by the State Superintendent of Education ensuring that the plan meets the requirements of the Act. Due to short-term personnel matters and an additional audit requirement created by Public Act 97-1055, the FY 2013/FY 2014 was re-evaluated and amended.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
The audit plan presented will allow ISBE to meet the requirements of the Fiscal Control and Internal Auditing Act (30 ILCS 10/2003).

Policy Implications: An adequate program of Internal Audit provides assurance to the Board and Agency management that ISBE is compliant with laws, regulations, and policies and procedures; that information has integrity and is reliable; that assets are safeguarded; that operations are effective and efficient; and that goals and objectives are being accomplished.

Legislative Action: The Audit Plan is required by the Fiscal Control and Internal Auditing Act (30 ILCS 10/2003).

Communication: Materials prepared or compiled with respect to internal audits are exempt from the Freedom of Information Act (5 ILCS 140/1) disclosure.

Superintendent’s Recommendation
I recommend that the following motion be adopted:

I move that the State Board of Education hereby accept the Amended FY 2013/FY 2014 Audit Plan.

Next Steps
No further actions necessary.
Illinois State Board of Education
Revised Internal Audit Plan
FY 2013/FY 2014

<table>
<thead>
<tr>
<th>Risk Based Audit Coverage</th>
<th>FY 2013 hours</th>
<th>FY 2014 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II *</td>
<td>300</td>
<td>325</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>725</td>
<td></td>
</tr>
<tr>
<td>1003(g) School Improvement</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Alternative Education - SAFE School</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Educator Licensure</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Educator Misconduct</td>
<td>225</td>
<td></td>
</tr>
<tr>
<td>21st CCLC</td>
<td></td>
<td>725</td>
</tr>
<tr>
<td>Race to the Top</td>
<td></td>
<td>725</td>
</tr>
<tr>
<td>National School Lunch Program</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>School Business Services</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Charter Schools</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Administrative Services Operations</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Orphanage Tuition - Special Education</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>School Building Safety</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Educator Preparation Program</td>
<td>350</td>
<td></td>
</tr>
</tbody>
</table>

| Fiscal Control & Internal Audit Act Coverage    |               |               |
| Procurement                                     | 400           |               |
| Property Control                                | 350           |               |
| FCIAA Internal Control Review                   | 75            | 75            |
| GAAP Process (Public Act 97-1055)               | 350           | 250           |
| Cash Receipts                                   | 350           |               |
| Personnel & Payroll                             | 400           |               |

| System Development                              |               |               |
| Longitudinal Data System                        | 100           | 100           |
| Student Information System                      | 125           | 125           |
| Title Allocation System                         | 50            | 50            |
| Other System Developments                       | 100           | 125           |

| Additional Required Audit Functions             |               |               |
| A-133 Single Audit Liaison to the Office of the | 300           | 300           |
| Auditor General                                 |               |               |
| Financial and Compliance Audit Liaison to the   | 600           | 200           |
| Office of the Auditor General                   |               |               |
| Audit Follow-up                                 | 200           | 200           |
| General Office/Administrative                   | 850           | 850           |
| American Recovery and Reinvestment Act          | 150           | 150           |
| Professional Development                        | 200           | 200           |

| Total Budgeted Hours                            | 6750          | 7850          |

* - Audit will begin in FY13 but fieldwork will not be completed and report will not be issued until FY14. This audit will be included in the FY14 audit summary report.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Susan C. Morrison, Deputy Superintendent/ Chief Education Officer

Agenda Topic: Growth Model

Materials: Value Table for Growth Model (Attachment 1)
          Score Ranges for Value Table (Attachment 2)

Staff Contact(s): Mary O’Brien, Ed.D., Acting Director of Assessment
                 Shuwan Chiu, Ph.D., Statistician/Psychometrician for Assessment

Purpose of Agenda Item
To inform the Board of the value table proposed for use in the state growth model.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Expected Outcome(s) of Agenda Item
The Board will have an understanding of the value table and the impact on districts and schools.

Background Information
Illinois leaders, as leaders in many other states, have been looking at using growth metrics in lieu of status calculations exclusively for school and district accountability. In Illinois’ application for the State Fiscal Stabilization Fund Program, ISBE promised to implement a student growth model, “to identify, develop and adopt a student growth model methodology and report student growth model data to schools and LEAs.” Beginning in May, 2010 Superintendent Koch appointed a Growth Model Working Group with a representative group of stakeholders and asked the group to research and recommend a model to be used in Illinois schools and districts. This working group researched three models to evaluate in more detail in April, 2011; student growth percentile rankings, value added models, and value table models.

In January 2012 the Illinois State Board of Education staff presented options for the Board to consider in determining the most appropriate growth model. Staff indicated the review showed all three models produce highly related results, decisions based on data from schools/districts with fewer than 100 students are less stable, and caution should be used with any of the three models as applied to the classroom level. The value table method was endorsed by the Board to be implemented for school- and district-level growth.

A value table is a categorical model of determining student growth. Average student performance based on the proficiency levels of students on the Illinois Standards Achievement Test (ISAT), the ACT EPAS system, or other large-scale assessment is calculated to produce a value. Student performance from year to year is analyzed and movement from one proficiency level to another is considered growth. See Attachment 1 for the proposed value table for Illinois. The score ranges that comprise each level of the value table are contained in Attachment 2.
Points are awarded for various trajectories demonstrated by students across the two scores. An example is provided below.

If a school has 10 students the following may be the results of two years of ISAT performance and the resulting growth metric.

<table>
<thead>
<tr>
<th>Student</th>
<th>Year 1 Performance Level</th>
<th>Year 2 Performance Level</th>
<th>Growth Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2A (Below Standards)</td>
<td>2B (Below Standards)</td>
<td>125</td>
</tr>
<tr>
<td>B</td>
<td>3A (Meets Standards)</td>
<td>3A (Meets Standards)</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>2A (Below Standards)</td>
<td>3B (Meets Standards)</td>
<td>175</td>
</tr>
<tr>
<td>D</td>
<td>4A (Exceeds Standards)</td>
<td>4A (Exceeds Standards)</td>
<td>115</td>
</tr>
<tr>
<td>E</td>
<td>2B (Below Standards)</td>
<td>3A (Meets Standards)</td>
<td>130</td>
</tr>
<tr>
<td>F</td>
<td>2B (Below Standards)</td>
<td>2A (Below Standards)</td>
<td>70</td>
</tr>
<tr>
<td>G</td>
<td>3A (Meets Standards)</td>
<td>3A (Meets Standards)</td>
<td>100</td>
</tr>
<tr>
<td>H</td>
<td>3A (Meets Standards)</td>
<td>3B (Meets Standards)</td>
<td>130</td>
</tr>
<tr>
<td>I</td>
<td>3A (Meets Standards)</td>
<td>3A (Meets Standards)</td>
<td>100</td>
</tr>
<tr>
<td>J</td>
<td>3A (Meets Standards)</td>
<td>2B (Below Standards)</td>
<td>75</td>
</tr>
</tbody>
</table>

Average Growth Points: 112

In setting up the value table construction, a stakeholder group was brought together to engage in value setting. ISBE staff selected educators from Illinois to meet previously delineated stakeholder group parameters. A group of 24 stakeholders were brought together to determine what values would be provided in the value table for Illinois.

ISBE staff utilized the developed value table to analyze data from several years of ISAT implementation. Numbers within particular cells were adjusted to account for results from these analyses. After adjustments, the proposed table was presented to a smaller group of stakeholders for feedback. The feedback from these stakeholders was positive and resulted in the final proposed value table (Attachment 1).

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

**Analysis:** The implementation of a growth metric provides the opportunity for schools and districts to demonstrate student progress in Reading and Math. Utilizing the value table growth metric would result in a median growth value of 103 for schools and districts using 2011 and 2012 data. Approximately 75% of Illinois districts would score above a growth value of 99. These growth values can be used to further explain student performance across grades in schools and across schools in districts.
Policy Implications: Illinois has included a growth metric in its waiver application to the US department of education. Analyses will be conducted with statewide data to ensure appropriate implementation of the value table growth metric once it is implemented.

Additional research will need to be conducted regarding the actual implementation of the metric.

Budget Implications: Additional resources may be needed in the future to assist those schools struggling with school improvement.

Legislative Action: Prior to requiring use of the value table growth metric, rules would need to be developed for implementation.

Communication: A communication plan to assist educators in understanding the value tables prior to ISBE’s implementing the growth model metrics necessary. Communication strategies will include information included in the Superintendent’s Bulletin, webinars, and presentations at various professional meetings. Additional communication partners, such as the Illinois Principals’ Association, the Illinois Association of School Administrators, and others will be approached to collaborate with this communication effort.

Pros and Cons of Various Actions
This is an information item, no action is needed at this time.

Superintendent's Recommendation
This is an information item, no recommendation is needed at this time.
## Value Table

<table>
<thead>
<tr>
<th>Performance Level in Year 1</th>
<th>1A</th>
<th>1B</th>
<th>2A</th>
<th>2B</th>
<th>3A</th>
<th>3B</th>
<th>4A</th>
<th>4B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level in Year 2</td>
<td>50</td>
<td>110</td>
<td>140</td>
<td>160</td>
<td>180</td>
<td>195</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>1B</td>
<td>20</td>
<td>85</td>
<td>125</td>
<td>150</td>
<td>170</td>
<td>185</td>
<td>195</td>
<td>200</td>
</tr>
<tr>
<td>2A</td>
<td>10</td>
<td>50</td>
<td>90</td>
<td>125</td>
<td>160</td>
<td>175</td>
<td>190</td>
<td>195</td>
</tr>
<tr>
<td>2B</td>
<td>10</td>
<td>30</td>
<td>70</td>
<td>95</td>
<td>130</td>
<td>160</td>
<td>180</td>
<td>190</td>
</tr>
<tr>
<td>3A</td>
<td>10</td>
<td>20</td>
<td>40</td>
<td>75</td>
<td>100</td>
<td>130</td>
<td>160</td>
<td>180</td>
</tr>
<tr>
<td>3B</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>40</td>
<td>80</td>
<td>110</td>
<td>135</td>
<td>160</td>
</tr>
<tr>
<td>4A</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>30</td>
<td>55</td>
<td>90</td>
<td>115</td>
<td>135</td>
</tr>
<tr>
<td>4B</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>35</td>
<td>65</td>
<td>100</td>
<td>130</td>
</tr>
</tbody>
</table>
# Score Ranges for Value Table

## Score Range within Performance Level--Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Meet Standards</th>
<th>Exceed Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1A</td>
<td>Level 1B</td>
<td>Level 2A</td>
<td>Level 2B</td>
</tr>
<tr>
<td>3</td>
<td>120-135</td>
<td>136-159</td>
<td>160-182</td>
<td>183-206</td>
</tr>
<tr>
<td>5</td>
<td>120-174</td>
<td>175-192</td>
<td>193-209</td>
<td>210-227</td>
</tr>
<tr>
<td>6</td>
<td>120-183</td>
<td>184-201</td>
<td>202-218</td>
<td>219-236</td>
</tr>
<tr>
<td>7</td>
<td>120-183</td>
<td>184-202</td>
<td>203-220</td>
<td>221-238</td>
</tr>
</tbody>
</table>

## Score Range within Performance Level--Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Meet Standards</th>
<th>Exceed Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1A</td>
<td>Level 1B</td>
<td>Level 2A</td>
<td>Level 2B</td>
</tr>
<tr>
<td>4</td>
<td>120-173</td>
<td>174-190</td>
<td>191-206</td>
<td>207-223</td>
</tr>
<tr>
<td>5</td>
<td>120-182</td>
<td>183-200</td>
<td>201-217</td>
<td>218-234</td>
</tr>
<tr>
<td>7</td>
<td>120-201</td>
<td>202-220</td>
<td>221-238</td>
<td>239-256</td>
</tr>
</tbody>
</table>
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education   
Robert Wolfe, Chief Fiscal Officer

Agenda Topic: Lemont-Bromberek Community School District 113A Financial Plan

Materials: Lemont-Bromberek Community School District Board approved Financial Plan

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
To review with the Board the Lemont-Bromberek Community Unit School District 113A’s Financial Plan for fiscal years 2013, 2014, 2015 and 2016 for Board action.

Relationship to/Implications for the State Board’s Strategic Plan
The agenda items relates to the school district’s financial plan which projects district operations for the next three fiscal years. These estimates along with the financial consulting support and technical assistance provided to the district by ISBE staff will assist them in making sound financial decisions. This will impact all three goals of the State Board’s Strategic Plan.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion approving the Financial Plan.

Background Information
On December 17, 2009, the Illinois State Board of Education certified Lemont-Bromberek Community School District 113A in financial difficulty. While the district had positive fund balances, they were certified in Financial Difficulty because second year Tax Anticipation Warrants (TAWs) were issued to meet cash flow needs.

In accordance with Article 1A-8 of the Illinois School Code, school districts that have been certified in financial difficulty must submit a financial plan to the Illinois State Board of Education for approval within 45 days. Lemont-Bromberek Community School District submitted their financial plan timely on February 1, 2010. The financial plan now before the State Board has been updated by the district administration to extend the plan through FY 2016.
The following is a summary of District 113A’s financial reporting since being certified in Financial Difficulty in 2009:

<table>
<thead>
<tr>
<th>(In the Millions)</th>
<th>Fiscal Year 2009 (AFR)</th>
<th>Fiscal Year 2010 (AFR)</th>
<th>Fiscal Year 2011 (AFR)</th>
<th>Fiscal Year 2012 (AFR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Results of Operation</td>
<td>Ending Fund Balance</td>
<td>Results of Operation</td>
<td>Ending Fund Balance</td>
</tr>
<tr>
<td>Education Fund</td>
<td>$(0.8)</td>
<td>$(5.0)</td>
<td>$(1.7)</td>
<td>$(2.5)</td>
</tr>
<tr>
<td></td>
<td>$(0.8)</td>
<td>$(2.2)</td>
<td>$(1.6)</td>
<td>$(2.5)</td>
</tr>
<tr>
<td>Operation &amp;</td>
<td>$(0.6)</td>
<td>$0.7</td>
<td>$(0.2)</td>
<td>$0.6</td>
</tr>
<tr>
<td>Maintenance Fund</td>
<td></td>
<td></td>
<td>$(0.6)</td>
<td>$0.8</td>
</tr>
<tr>
<td>Pupil Transportation Fund</td>
<td>$(0.6)</td>
<td>$0.7</td>
<td>$(0.3)</td>
<td>$0.3</td>
</tr>
<tr>
<td>Working Cash Fund</td>
<td>$0.0</td>
<td>$5.5</td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Total</td>
<td>$(2.0)</td>
<td>$1.9</td>
<td>$(2.2)</td>
<td>$(1.6)</td>
</tr>
</tbody>
</table>

As reflected in the chart above, the district realized improvements in operations and fund balances for Fiscal Years 2011 and 2012.

Fiscal Year 2013 Financial Plan compared to Estimated Actual:

<table>
<thead>
<tr>
<th>(In the Millions)</th>
<th>Fiscal Year 2013 (Financial Plan)</th>
<th>Fiscal Year 2013 (Estimated Actual)</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Results of Operation</td>
<td>Ending Fund Balance</td>
<td>Results of Operation</td>
</tr>
<tr>
<td>Education Fund</td>
<td>$2.6</td>
<td>$2.5</td>
<td>$1.3</td>
</tr>
<tr>
<td>Operation &amp;</td>
<td>$0.6</td>
<td>$2.5</td>
<td>$0.6</td>
</tr>
<tr>
<td>Maintenance Fund</td>
<td>$0.3</td>
<td>$1.2</td>
<td>$0.0</td>
</tr>
<tr>
<td>Pupil Transportation Fund</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Working Cash Fund</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Total</td>
<td>$3.5</td>
<td>$6.2</td>
<td>$1.9</td>
</tr>
</tbody>
</table>
As reflected in the chart above, the district has been making progress towards financial stability; however, not as aggressively as reflected in their previously approved Financial Plans. Contributing factors to this are:

- **Proration of General State Aid.** The district received $159,000 less in General State Aid for fiscal years 2012 and 2013.
- **A significant Pupil Transportation audit adjustment that resulted in the district receiving zero Regular/Vocation Pupil Transportation funding for Fiscal Year 2013, approximately $103,000.**
- **Delayed State payments of $215,000.**

Assumptions in the Financial Plan for fiscal years 2014, 2015, and 2016 include:

- Maintaining a balanced budget
- No reliance on short or long-term debt
- Hiring additional staff to decrease class sizes
  - 10.6 additional positions are included in the plan. These positions include 4.5 classroom teachers, 4.1 special program and services positions, and 2 support positions. Current class sizes range from 27 to 36 students. The additional staffing should result in decreased class sizes of 21 to 30 students. The additional positions are estimated to increase expenditures $485,000 for salaries and benefits.
- Increasing local property taxes by an estimated 2.5% CPI rate.
- Prorating General State Aid at:
  - 81.5% for FY 2014
  - 73.0% for FY 2015
  - 64.5% for FY 2016
- Other funding has been held at the 2013 level.

**Summary of Financial Plan for FYs 2014, 2015, and 2016:**

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>$3,697,495</td>
<td>$4,386,230</td>
<td>$5,017,507</td>
</tr>
<tr>
<td><strong>Plus Receipts</strong></td>
<td>$21,599,099</td>
<td>$22,303,319</td>
<td>$23,229,901</td>
</tr>
<tr>
<td><strong>Less Expenditures</strong></td>
<td>$20,910,364</td>
<td>$21,672,042</td>
<td>$22,590,093</td>
</tr>
<tr>
<td><strong>Results of Operations</strong></td>
<td>$688,735</td>
<td>$631,277</td>
<td>$639,808</td>
</tr>
<tr>
<td><strong>Other Funding Sources</strong></td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>$4,386,230</td>
<td>$5,017,507</td>
<td>$5,657,315</td>
</tr>
</tbody>
</table>

In summary:

If the district maintains this financial plan, the fund balance to revenue ratio will be 24.4%, just under the 25% required to obtain the highest score for the Financial Profile.

Since the plan reflects continued financial improvements, balanced budgets, with no reliance on TAWs, it is recommended that the State Board approve the plan and the district will be held to such financial standards. If this plan cannot be maintained, the district could be at risk of being placed under a Financial Oversight Panel.
**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: None at this time

Budget Implications: ISBE staff will continue to work with district administration and monitor their finances to ensure they are within the specifications of the approved plan.

Budget implications for the district would require them to realize a balanced budget for fiscal years 2013, 2014, 2015, and 2016. If funding levels decrease further than reflected in the plan, district administration will be required to make budget adjustments as necessary to realize a balanced budget. If this is not done or a balanced budget is not realized, the Board can approve a Financial Oversight Panel to oversee the district’s finances.

Legislative Action: None at this time

Communication: Approval or denial of the plan will be communicated to the district administration and board

**Pros and Cons of Various Actions**

Pros: Approval will give the district administration and local board a plan to work towards continued financial improvement.

Cons: District will be limited in the expenditures they can incur and this may limit the educational offerings to students and increase class sizes.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the approval of the Financial Plan for the Lemont-Bromberek School District 113A as presented.

**Next Steps**

Communicate to the district the approval or denial of the plan and have ISBE staff continue to work with the district administration and local school board.
Lemont-Bromberek CSD 113A  
Amended Financial Plan  
FY 2013–FY 2016  

Respectfully Submitted By:  
Lemont-Bromberek CSD 113A Board of Education  
Dave Molitor, President  
Dr. Susan Birkenmaier, Superintendent  
Barbara Germany, Treasurer & Business Manager  

I. Summary Information  

Lemont-Bromberek CSD 113A is a public elementary school district serving students Early Childhood – Grade 8. The suburban district covers the entire Cook County Village of Lemont plus parts of Darien, Woodridge and Downers Grove, which are part of DuPage County. The district is comprised of six facilities: Old Quarry Middle School (Gr. 5 - 8), River Valley Elementary (Gr. 3 - 4), Oakwood School (Early Childhood and Gr. K - 2), Central School (Closed June 30, 2011), the transportation & maintenance facility and Bromberek School, which is leased to two local parochial schools for their use. The district offices are located in the Village of Lemont and are part of the Old Quarry Middle School facility. The district is located about 30 minutes southwest from downtown Chicago off I-55.  

Beginning in the fall of 2012, District 113A has engaged in a strategic planning process to set the priorities for the district over the next five years. The plan began with gathering comments from students, staff, parents and the community via focus groups, surveys and community forums to identify key issues of concern for the district. Following the collection of feedback, a strategic plan outlining five key focus areas and improvement goals was written. An action plan on how to achieve these goals was developed and presented to the Board of Education. This financial plan includes actions planned to meet the District’s future goals.  

As established in the Strategic Planning Process, criteria used to guide the development of action steps was developed. These standards established a District focus so that:  

1. All goals are achieved within the five-year long-range target period of 2013-2018.  
2. The district will maintain a balanced long term budget.  
3. All staffing increases will be sustainable for the remainder of the long-range plan period.  
4. Salary and benefits, operating costs and capital needs are balanced on a long-term basis.
5. All systems are continuously reviewed to ensure efficient and effective outcomes.
6. Fiscal viability, including sufficient fund balances, are maintained as outlined in Board of Education policy 4.20 (90-180 days cash on hand).
7. Compliance with all state and federal mandates.
8. Resources will be committed to supporting mandates and identified goals before additional or optional programming is considered.
9. The current level of core academic instructional time will not be diminished.

District 113A is aware that conditions outside of the control of the district could impact the implementation of the five year strategic plan. The District is prepared to implement a contingency plan in the event state or federal mandates divert financial resources from the proposed financial plan. At this time, federal sequestration cuts have been built into the plan. The district has already considered the potential impact of a shift in TRS pension funding responsibilities to local districts. The proposed strategic plan is adaptable to changes in financial conditions that allow for the acceleration or deceleration of expenditures as we strive to meet our strategic goals.

A. Enrollment:

As of December 1, 2012, District 113A has a total enrollment, Early Childhood through 8th, of 2,292. Enrollment in each building is as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Quarry Middle School (Gr. 5 - 8)</td>
<td>1,061</td>
</tr>
<tr>
<td>River Valley Elementary School (Gr. 3 - 4)</td>
<td>546</td>
</tr>
<tr>
<td>Oakwood Elementary School (Gr. K - 2)</td>
<td>655</td>
</tr>
</tbody>
</table>

Total: 2,262

Early Childhood: 15
Students Out of District: 15

Total Enrollment: 2,292

Enrollment projections for the near future will be stable or will decline slightly as evidenced below.
Graph 9-A: K-8 Enrollment 2004-2015

Projection Method 3

B. Employee Count:

District 113A employs 209.3 FTE employees as of April 1, 2013 (excluding substitutes):

- Certified Faculty: 115.00
- Support Staff: 41.50
- Custodians, Maintenance & Grounds Keeper: 15.00
- Bus Drivers: 22.00
- Non-affiliated Staff: 4.80
- Administration: 11.00
C. FY 2014 Staff Planning:

The following increases in staff are recommended for FY2014 to begin to structure manageable class sizes and maximize instructional opportunities for students:

<table>
<thead>
<tr>
<th>Staff</th>
<th>FY13</th>
<th>FY14</th>
<th>+/-</th>
<th>Salary</th>
<th>Benefits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Staff: Total</td>
<td>115.0</td>
<td>123.6</td>
<td>+8.6</td>
<td>$328,984</td>
<td>$97,977</td>
<td>$426,961</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>69.0</td>
<td>73.5</td>
<td>+4.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services Staff</td>
<td>22.5</td>
<td>22.5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Programs &amp; Services</td>
<td>23.5</td>
<td>27.6</td>
<td>+4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Support Staff</td>
<td>41.5</td>
<td>43.5</td>
<td>+2.0</td>
<td>$42,000</td>
<td>$16,062</td>
<td>$58,062</td>
</tr>
<tr>
<td>Buildings &amp; Grounds</td>
<td>15.0</td>
<td>15.0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Office Support Staff</td>
<td>4.8</td>
<td>4.8</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>22.0</td>
<td>22.0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>11.0</td>
<td>11.0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total FTE Staff</strong></td>
<td>209.3</td>
<td>219.9</td>
<td>+10.6</td>
<td></td>
<td></td>
<td><strong>$485,023</strong></td>
</tr>
</tbody>
</table>

^a adding .5 FTE Kindergarten, 1 FTE Second Grade, 1 FTE Third Grade, 2 FTE Fifth Grade

^b adding 1 FTE Counselor, 1 FTE English as a Second Language, 1 FTE Reading Specialist, 1.1 FTE Music

^c adding 1 FTE LRC Assistant and 1 FTE Technology Assistant

^d does NOT include Title 1 positions that were totally funded by federal grant

^e does NOT include Title 1 and other positions that may be added and totally funded by federal grants

The added positions noted in the chart above are included in the tentative FY14 budget outlined in this plan. The district’s 5-year Strategic Plan also includes the gradual addition of other positions which support the overall educational program and student achievement. Those positions include: Social worker (K-4), counselor (middle school), two Encore teachers (middle school), physical education teacher (K-4), art teacher (K-4), special education teacher (K-1) and math specialist (K-4). In the event enrollment declines result in the reduction of a class section at any grade level or reduced service needs in any area, staffing changes in the certified or educational support staff areas may occur. The net effect of any change in positions will not increase or decrease the staffing levels set forth in this plan.

D. Operating Expense Per Pupil:

For FY2012 the district’s operating expense was $9,738 and the instructional expenditure per pupil for that same time period was an estimated $8,785 both well below state averages, for that same fiscal year. This pattern of operating and instructional expenses being well below the state average has been well documented for a number of years.
and with consistent monitoring of expenses into the future, it is anticipated they remain below the state average for the future.

E. Internal/External Borrowing: (See Attachments B & C)

Tax Anticipation Warrant History:

On June 30, 2008, the District had $5,492,942 in the Working Cash Fund. As of June 30, 2009, that fund had been depleted and the District borrowed Tax Anticipation Warrants in October of 2009 for $5,858,000. The TAWs issued were to cover the debt payment due on December 1, 2009 of $3,506,636 and to cover other expenses for cash flow purposes. The District repaid the October 2009 TAWs in full in December, 2009. Since additional funds were needed due to a lack of fund balances, additional Tax Anticipation Warrants were needed in May of 2010 for $6,610,000 and were paid off in January of 2011. The District then borrowed $5,500,000.00 in TAWs in January, 2011 from District 210 and repaid those TAWs on June 29, 2011.

In projecting the cash flow needs of the district for FY 2012 and FY 2013 the district sold $5,000,000 in TAWs in July of 2011, once again to District 210, that were paid off by January 31, 2012. More significantly the Cook County tax bills were sent to the public in a timely fashion and collection rates were realized earlier than in the past two years. Additional projected TAW sales were needed in the amount of $1,800,000 in January of 2012 and repaid in June, 2012.

Current future and short term borrowing original projections indicated that a final TAW sale would be necessary in November of FY2012-13 in the amount of less than $1,000,000, however due to the timeliness of Cook County tax receipts and fiscal planning, this TAW sale was not necessary. It is projected that TAWs will no longer be needed as balanced budgets and fund balances will be large enough to cover any cash flow needs of the district.

F. Long Term Debt: (See attachment E)

The Lemont-Bromberek Combined School District 113A currently has five (5) long-term debts outstanding. These debts consist of both Referendum and Non-Referendum Debt. The Referendum Debt consists of three (3) School Building Bonds. These debts were issued in 1995, 2001 and 2002 in the amounts of: $16,358,467, $6,914,760 and $4,329,323 respectively. The Non-Referendum Debt consists of two (2) GO Bonds issued in 2001 for the amounts of $1,625,000 and $1,068,071.
G. Cash Flow Analysis:

1. Prior to FY2012, cash flow was problematic as indicated in Section I. F, Internal/External Borrowing;
2. Due to the loss of a $20 million Working Cash Bond Referendum in April of 2011, additional expenditure reductions were implemented for the FY 2012 school year;
3. Expenditure reductions improved the district's deficit cash position, as well as timely receipt of Cook County taxes;
4. These actions improved the District's cash flow cycle and TAWs are no longer needed to operate the District;
5. District 113A works with PMA Financial Network, Inc. to provide projections for cash flow;
6. Cash flow analysis for FY 2013, FY2014, FY2015 and FY3016 are provided as attachments at the end of this document. (See Attachments A, B, C, D & E); and
7. Additionally, a separate cash flow analysis is provided for the Debt Service Fund.

H. Plan Objectives: (Financial/Programmatic)

A. Financial:

District 113A will:

Objective 1: Maintain balanced budgets for FY 13, FY 14, FY15, FY16 and beyond;
Objective 2: Implement and follow local Board financial policies for fund balances and cash on hand requirements (3 – 6 months cash on hand);
Objective 3: Build fund balances over the next three years;
Objective 4: Eliminate short term borrowing for cash flow purposes;
Objective 5: All staffing increases will be sustainable; and
Objective 6: Salary and benefits, operating costs and capital needs are balanced on a long-term basis.

B. Programmatic:

District 113A will:

Objective 1: Meet all Federal and State mandates for educational programming;
Objective 2: Provide an appropriate educational program for all students;
Objective 3: Improve educational performance of all students;
Objective 4: Resources will be committed to supporting mandates and identified goals before additional or optional programming is considered;
Objective 5: Continuously review all systems to ensure efficient and effective outcomes; and

Objective 6: Maintain the current level of core academic instructional time.

II. Budget Plan

A. See charts attached projected for FY13 – FY 16 (See Attachments A, B, C, D & E).

B. A tentative amended budget will be presented to the Board of Education in April, 2013. This amended budget will:
   - Remove the additional salary and benefits included in the Education Fund for the five additional teachers requested in February, 2012 but not yet approved by the ISBE.
   - Amend the Transportation Budget to account for the $77,097.34 audit adjustment billed to the District in January. (The net change of this amended budget is to reduce expenditures overall by $65,804.)
   - Will include two permanent transfers:
     1. $1,800,000 from the Operations and Maintenance Fund to the Education Fund (already approved by the Board of Education)
     2. $200,000 from the Operations and Maintenance Fund to the Transportation Fund (presented to the Board of Education at the April 16, 2013 meeting.)

C. Background and Narrative:

   1. Assumptions Used in the Revenue Financial Projections for FY 13 – FY16:

      For Fiscal Years 2013 - 2016, the following assumptions were made:

      • Local Revenue:
        o Property Taxes
          ▪ EAV Growth
            • Reduced new properties from recent years with anticipated future growth as the economy improves.
            • EAV is expected to continue to decline from previous years.
            • 98.5% collection rate
          ▪ Project Consumer Price Index - for the 2013 levy is known at 1.7%, projected at 2.5% thereafter

          o Corporate Personal Property Replacement Tax (CPPRT) expected to be flat
          o All other local revenue projected to remain stable


- **State Revenue:**
  
  o General State Aid (GSA)
    
    - Factor of enrollment – ADA to decline
    - Foundation Level
      - Prorated to 89% for FY2013
      - Future proration forecast to grow
    - District forecasted to drop to Flat Grant formula in FY2017.
    - Transportation revenue has been reduced to reflect audit adjustments as required by the state.

  o State Categoricals & Grants and Federal Grants
    
    - No change in State categoricals and grants
    - Federal grants factored in at a 5% sequestration for FY14 and flat thereafter

Revenue Projections in Dollars:

**Local Revenue:**

**Equalized Assessed Valuation (EAV)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$1,063,872,298</td>
</tr>
<tr>
<td>FY14</td>
<td>$998,218,816</td>
</tr>
<tr>
<td>FY15</td>
<td>$1,026,670,170</td>
</tr>
<tr>
<td>FY16</td>
<td>$1,052,223,854</td>
</tr>
</tbody>
</table>

**New Property Growth**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$10,000,000</td>
</tr>
<tr>
<td>FY14</td>
<td>$15,000,000</td>
</tr>
<tr>
<td>FY15</td>
<td>$23,104,604</td>
</tr>
<tr>
<td>FY16</td>
<td>$20,000,000</td>
</tr>
</tbody>
</table>

**Tax Revenue Received YTD (FY13)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Fund</td>
<td>$11,594,851</td>
</tr>
<tr>
<td>O &amp; M</td>
<td>$1,663,887</td>
</tr>
<tr>
<td>Trans.</td>
<td>$580,361</td>
</tr>
<tr>
<td>Others</td>
<td>$582,360</td>
</tr>
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</table>

**Interest Income Received YTD (FY 13)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Fund</td>
<td>$1291</td>
</tr>
<tr>
<td>O &amp; M</td>
<td>0</td>
</tr>
<tr>
<td>Trans.</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>$</td>
</tr>
</tbody>
</table>
Fees Collected (YTD FY13)

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Fund</td>
<td>$379,518</td>
</tr>
<tr>
<td>O &amp; M</td>
<td>$111,004</td>
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<tr>
<td>Trans.</td>
<td>$0</td>
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<tr>
<td>Others</td>
<td>$0</td>
</tr>
</tbody>
</table>

**State/Federal Revenue:**

**Federal Funding:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$898,714</td>
</tr>
<tr>
<td>FY14</td>
<td>$853,778</td>
</tr>
<tr>
<td>FY15</td>
<td>$853,778</td>
</tr>
<tr>
<td>FY16</td>
<td>$853,778</td>
</tr>
</tbody>
</table>

**State Funding:**

- **General State Aid**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$892,683</td>
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<tr>
<td>FY14</td>
<td>$816,140</td>
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<tr>
<td>FY15</td>
<td>$731,284</td>
</tr>
<tr>
<td>FY16</td>
<td>$646,093</td>
</tr>
</tbody>
</table>

**Pupil Transportation:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$324,984</td>
</tr>
<tr>
<td>FY14</td>
<td>$214,984</td>
</tr>
<tr>
<td>FY15</td>
<td>$249,984</td>
</tr>
<tr>
<td>FY16</td>
<td>$249,984</td>
</tr>
</tbody>
</table>

**Special Education:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$706,175</td>
</tr>
<tr>
<td>FY14</td>
<td>$706,175</td>
</tr>
<tr>
<td>FY15</td>
<td>$706,175</td>
</tr>
<tr>
<td>FY16</td>
<td>$706,175</td>
</tr>
</tbody>
</table>

**Other Categoricals:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$57,415</td>
</tr>
<tr>
<td>FY14</td>
<td>$57,415</td>
</tr>
<tr>
<td>FY15</td>
<td>$57,415</td>
</tr>
<tr>
<td>FY16</td>
<td>$57,415</td>
</tr>
</tbody>
</table>
Total Estimated Revenue:

**FY 2013 (estimated actual)**

- Education $17,924,084
- O & M $2,194,412
- Trans. $1,062,016
- Working Cash $0

**FY 2014**

- Education $18,306,621
- O & M $2,105,620
- Trans. $1,186,858
- Working Cash $0

**FY 2015**

- Education $18,856,313
- O & M $2,265,604
- Trans. $1,181,402
- Working Cash $0

**FY 2016**

- Education $19,733,939
- O & M $2,286,733
- Trans. $1,209,229
- Working Cash $0

2. **Expenditures:**

a. **Assumptions Used in the Expenditure Financial Projections:**

The final FY2013 budget was approved by the Board of Education on September 12, 2012. This budget included the addition of five teachers, pending approval by the State Board of Education. The district did not hire the additional five teachers, and as a result, will file an amended budget to remove the projected expenditures for this staff. It also is necessary to amend the transportation budget to accommodate for the transportation audit adjustment assessed in the amount of $77,007. This was an unanticipated expenditure that was the result of reduced revenue to the district.

- Salaries in keeping with CPI, a 2% in increase was used. At this time, the teachers’ contract and the bus driver/custodial contract have not been settled. Below is breakdown if salaries were to increase by the following percentages:
  - An increase of 1% is an additional cost of $104,966 in salaries for FY14
- An increase of 2% is an additional cost of $209,933 in salaries for FY14.
- An increase of 3% is an additional cost of $314,899 in salaries for FY14.
  - Teachers and Educational Support Salaries
    - FY13: A 0% increase per bargained labor agreement
    - FY14, FY15 and FY16: To be bargained. A 2% increase was included in all salary projections.
  - Custodians, Maintenance, Bus Drivers & Groundskeeper
    - FY13 – A 0% increase per bargained labor agreement
    - FY14,FY15 and FY16: To be bargained. A 2% increase was included in all salary projections.
  - Administration and Non-affiliated
    - Frozen at FY11 level for FY-12 and FY13
    - FY14 – FY16: A 2% increase was included

- Staffing
  - When the referendum failed, personnel reductions were implemented in the Spring of 2011. Since then an ELL teacher, EC paraprofessional and an EC bus driver were added due to federal mandates and are part of the FY12 budget and this plan. Also, the district received additional Title I monies and will be employing before and after school stipended tutors for that purpose this year as well.

- Employee Benefits
  - Health Insurance – For the current FY 13 fiscal year, the district has experienced an approximate 10% decrease in health insurance costs
    - FY 2014 – 10% increase
    - FY2015 and beyond – 12% increases (Cost containment measures will be pursued where possible)
  - IMRF – Increasing employer contribution rates through calendar year 2014

- Non-Personnel Objects
  - 2.5% annual increase
  - Exceptions:
    - Transportation Fund – Supplies (Fuel): 5% increase
    - Increases in Curriculum and Technology in the Education Fund per the Proposed Strategic Action plan
b. Parameters for Approved Expenditures:
   - Meet Federal and State laws, mandates and/or school code;
   - Reactivate curriculum replacement cycle with focus on updating for Common Core Learning Standards alignment;
   - Board of Education Strategic Plan goals;
   - Technology Plan: Prepare for on-line PARCC testing, replace equipment more than 5 years old, replace labs with mobile labs for improved student access, improve wireless access for uninterrupted connections, upgrade networks, firewall and server improvements, consolidate school access to single fiber optic access for improved functionality and reduced long-term subscriber costs;
   - Maintenance & Facilities: Necessary maintenance and repair; and
   - Other prioritized items.

c. Parameters for Program Expansion:
   1. Reduce class size: Under our current and forecasted future financial conditions we have set the following 5-year targets for class sizes:
      - Kindergarten – 2nd grades 21 - 24 students per class
      - 3rd & 4th grades 23 - 27 students per class
      - 5th – 8th grades 26 - 30 students per class
   2. Update curriculum review cycle and replace materials as needed.
   3. In concert with Common Core Standards changes, provide professional development for better understanding of diverse student learning needs.
   4. Improve effective instruction/professional development in all content areas.
   5. Increase social worker and counselor services.
   6. Update technology for improved integration into instruction.
   7. Provide enhanced ELL professional development for all staff.
   8. Improve school security systems.
   9. Work with district architect to maintain safe and appropriate facilities.
   10. Look for opportunities to maintain/expand extra-curricular program participation.
d. **Parameters for Expenditure Reductions:**

It is the goal of District 113A to only invest in areas that can be financially sustained through the 5-year strategic plan period. However in the event reductions are necessary the following parameters will be used:

- Will not compromise the safety and security of the students, parents and community;
- Least disruptive to the core programs for students;
- Reduce employees through attrition whenever possible;
- Defer one time capital expenses;
- Optimize reductions or efficiencies in reoccurring expense areas; and
- Use the previous year’s budget as a basis for yearly reductions.

**Expenditures Projected in Dollars:**

(FY13)

**Education Fund**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$9,631,194</td>
</tr>
<tr>
<td>Benefits</td>
<td>$3,676,213</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$1,638,146</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$246,819</td>
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<td>Capital Outlay</td>
<td>$188,963</td>
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</tbody>
</table>

**Operations and Maintenance Fund**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>Salaries</td>
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</tr>
<tr>
<td>Benefits</td>
<td>$265,674</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$373,978</td>
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<tr>
<td>Supplies &amp; Materials</td>
<td>$340,989</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$59,396</td>
</tr>
</tbody>
</table>

**Transportation Fund**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$414,890</td>
</tr>
<tr>
<td>Benefits</td>
<td>$26,568</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>$275,535</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$155,500</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$0</td>
</tr>
</tbody>
</table>
### (FY14)
**Education Fund**
- Salaries: $10,141,780
- Benefits: $3,616,218
- Purchased Services: $1,879,099
- Supplies & Materials: $703,189
- Capital Outlay: $464,785

**Operations and Maintenance Fund**
- Salaries: $573,918
- Benefits: $291,399
- Purchased Services: $383,328
- Supplies & Materials: $349,514
- Capital Outlay: $485,881

**Transportation Fund**
- Salaries: $414,890
- Benefits: $26,568
- Purchased Services: $275,535
- Supplies & Materials: $155,500
- Capital Outlay: $0

### (FY15)
**Education Fund**
- Salaries: $10,478,123
- Benefits: $3,932,471
- Purchased Services: $1,721,077
- Supplies & Materials: $630,769
- Capital Outlay: $474,405

**Operations and Maintenance Fund**
- Salaries: $585,397
- Benefits: $325,160
- Purchased Services: $392,911
- Supplies & Materials: $358,252
- Capital Outlay: $498,028

**Transportation Fund**
- Salaries: $431,652
- Benefits: $32,517
- Purchased Services: $289,484
- Supplies & Materials: $171,439
- Capital Outlay: $0
(FY16)
Education Fund
Salaries: $10,816,396
Benefits: $4,329,865
Purchased Services $1,721,077
Supplies & Materials $630,769
Capital Outlay $506,265

Operations and Maintenance Fund
Salaries: $597,105
Benefits: $362,920
Purchased Services $402,734
Supplies & Materials $367,208
Capital Outlay $465,479

Transportation Fund
Salaries: $440,285
Benefits: $36,293
Purchased Services $296,721
Supplies & Materials $180,011
Capital Outlay $0

III. Budget Reductions

FY 2010
As a way to curb expenditures, budget reductions were undertaken in the FY 2010 budget process and approved by the Board of Education on September 30, 2009:

Total Reduction $631,797

FY 2011
A. A 45-cent limiting rate referendum was held on February 2, 2010 and failed. Consequently, all proposed reductions were implemented into the FY 11 Budget process. Cotermiously, the Board adopted a reduction in force plan in the spring of 2010.

B. Further budget reductions were undertaken in the FY11 budget.

Total Reduction for FY2011 Budget $3,565,614

FY 2012 (See Attachment A)
A. A 20 million working cash bond referendum failed on April 2, 2011. With that failure reductions were made in personnel for FY 2012 in both certified and non-certificated staff.
B. Further reductions were made to the FY 2012 budget:

Total Reduction for FY 2012 Budget $1,129,714

FY2013
The reductions made to the FY13 budget included an estimated savings of $48,488 for the new district copier contract. Additionally, our anticipated costs for special education transportation were reduced by $6,100 by bringing this service in-house for a specific route.

FY2014
A. Federal grant funding and expenses have been reduced by 5.5% due to federal sequestration.
B. No further reductions are required under current local, state and federal conditions.
C. As prudent managers of the districts funds, the administration and Board continue to look for efficiencies in the future to garner additional savings where available.

IV. Educational Impact Analysis

The newly adopted mission of District 113A is to provide students with an academic, social and emotional foundation to lead a productive and fulfilling life. The financial plan described herein represents the initial phases of rebuilding a sound educational program that addresses students' academic as well as social-emotional needs. Through the addition of classroom teachers, student service personnel, specialists and educational support staff, District 113A will maximize instructional programming for students while maintaining fiscal accountability.

The academic and financial landscape has changed significantly since District 113A entered a restructuring period. Through multiple partnerships, we have developed a plan to build for a successful future. District 113A is committed to advancing our teaching and learning by providing access to quality programs offering academic, social and emotional development. This financial plan includes the District's priorities as we build for a future of solid educational program offerings.

Class Size

As established in the strategic plan process, District 113A recommends five classroom teachers to reduce class size and move toward the established class size targets. New teachers will be hired for Kindergarten, second, third and fifth grades.
The leadership team has identified the following class size targets for each grade level span:

K-2  21-24  
3-4  23-27  
5-8  26-30  

The higher staffing levels reflected in this plan will allow us to reduce class sizes, especially in the primary grade levels, in the first year of the plan.

Enrollment projections conducted both internally and by an external consultant (IMS) indicate that the district’s enrollment is in a mode of decline. The increased staffing included in this financial plan coupled with the declining enrollment will result in a steady improvement in class size averages over the next four years. Barring any significant, unanticipated increases in enrollment, we will reach identified targets for class size in all grade levels by school year 2016-2017 (see chart below).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>FY13 Average Class Size&lt;sup&gt;a&lt;/sup&gt;</th>
<th>FY14 Average Class Size&lt;sup&gt;a&lt;/sup&gt;</th>
<th>FY15 Average Class Size&lt;sup&gt;a&lt;/sup&gt;</th>
<th>FY16 Average Class Size&lt;sup&gt;a&lt;/sup&gt;</th>
<th>FY17 Average Class Size&lt;sup&gt;a&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>EC</td>
<td>per IEPs</td>
<td>per IEPs</td>
<td>per IEPs</td>
<td>per IEPs</td>
<td>per IEPs</td>
</tr>
<tr>
<td>Kdg.</td>
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<tr>
<td>1</td>
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<td>8</td>
<td>33</td>
<td>36</td>
<td>32</td>
<td>32</td>
<td>29</td>
</tr>
</tbody>
</table>

<sup>a</sup> based on current grade level enrollments rolled forward with stable enrollment; actual class sizes may vary due to enrollment shifts, support interventions provided within the general classroom setting or through pull out services, or other specialized programming

The moderate staff additions described in a previous section will allow for increased implementation of best practices in our instructional programs. With lower class sizes, teachers will be better able to plan and implement differentiated lessons which guide students to reach their achievement potential. We will strategically use available financial resources to bolster all aspects of the educational program: Staffing, rigorous and Common Core-
aligned curriculum, assessment to inform instruction, high quality professional
development, and current technology.

Our primary focus area will be to align our curriculum with the Common Core
Learning Standards. We have begun to implement improvements in the
scope and sequence of our curriculum and daily instructional practice.

It should be noted that the class size averages shown in the chart above may
vary as a result the annual review of staffing needs based on actual
enrollment and changes in special populations (e.g., special education and
ESL/bilingual). Through careful analysis of enrollment trends and recruitment
of teachers with elementary certification and multiple content area
endorsements, we will be able to maximize the impact of increased staffing
through reassignment of staff to the grade level/s and program/s with the
highest need.

Course, Program and Service Improvements
The financial plan includes the addition of 10.6 staff positions across the
district during the first year (FY14). Four and a half of those positions are
classroom teacher positions (.5 FTE Kindergarten, Grade 2, Grade 3 and two
positions for Grade 5); the remaining positions address needs in specialized
programming and support services (counselor, English as a Second
Language teacher, two part-time (1.1 FTE) music teachers, reading specialist,
technology assistant and learning resource center assistant).

For school years, 2014-15 through 2017-18 additional certified staff positions
as outlined below will be added to support student programs. Staff will only
be hired if financial resources are available and sustainable.

Certified
• Encore teacher - MS (2.0)
• Social Worker K- 4 (1.0)
• Counselor – MS (1.0)
• PE teacher K – 4 (1.0)
• Special Ed teacher K – 1 (1.0)
• Art teacher K – 4 (1.0)
• Math specialist K – 4 (1.0)

As noted above, the increased staffing will also address several areas of
specialized support. With the addition of a music teacher, we will re-instate
music instruction with a certified music teacher for our K through 4th grade
students. Classroom teachers have been providing basic instruction in music
education for the last two school years as a result of the reduction in force in
the music department. In addition to providing more expert instruction in the
fine arts, adding a music teacher will allow us to schedule much needed
planning time for the teachers to design differentiated instruction that aligns
with the rigorous Common Core State Standards for English/Language Arts and Mathematics.

While the staffing additions represented in this plan will allow us to enrich, accelerate and provide remediation for more students, our staffing will return only to a moderate level. That said, all personnel and curriculum resources will be targeted to increasing students' achievement, especially in reading and math. We will continue to use data that are available from our universal screeners (e.g., DIBELS-Dynamic Indicators of Basic Early Literacy Skills Next and AIMSweb Maze CBM), the Illinois Standards Achievement Test (and the new PARCC assessment when it is implemented) and NWEA’s Measures of Academic Progress to guide students to achieve their academic potential. Through the hard work and dedication of our principals, teachers, support staff, parents and volunteers, two of our schools (Oakwood and Old Quarry Middle School) made Adequate Yearly Progress (AYP) in 2012. River Valley School and the District as a whole did not make AYP due to the performance of several subgroups. The School Improvement teams will continue to design and implement strategies to ensure that all students meet or exceed grade level standards in 2013 and beyond.

As part of the district’s previous financial plan, we implemented cost-saving measures such as suspending the curriculum review and textbook adoption cycle, eliminating non-mandated staff training, capping technology purchases and reducing the number of academic assessments administered to students. This current financial plan includes the resumption of a curriculum cycle in which we will conduct a full review and update of each curricular area at least every six years. Each review will include analysis of assessment data, curriculum development, professional reading, staff training and acquisition of textbooks, digital resources and instructional materials to support current best practices in the targeted content area. With the full implementation of the Common Core State Standards scheduled to take place in 2014-2015, it is imperative that our students and teachers have access to rigorous curriculum and high quality, up-to-date instructional materials that are aligned with the Common Core. A budget for staff training will allow us to design a professional development program that will contribute to the implementation of a 21st century environment that reflects current research about teaching and learning.

We will continue to use available Title II grant funds to support curriculum work and professional development in the content areas. For the 2013-2014 school year, Title II funds will underwrite the costs for ongoing training in the areas of writing instruction, Common Core reading and the mathematical practices embedded in the Common Core State Standards for mathematics. We also will continue to seek funding through competitive grants. Our Educational Foundation has volunteered to collaborate with teachers and administrators to investigate grants that may be available through private
funding sources and corporations. When such grant opportunities are identified, Foundation members will do the necessary background work and writing to generate grant applications that meet our needs.

In partnership with our Parent Teacher Organizations and Educational Foundation, several classrooms in each school have purchased technology equipment such as Apple iPads and Mimio devices that are being used to support 21st century teaching and learning. Unfortunately, reliance on grants and donations for the acquisition of technology in individual classrooms results in inequitable access and experiences for students across the district. Therefore, the District’s Strategic Plan includes a long range plan for the purchase and deployment of basic technology tools for all classrooms across the district. The plan has considered infrastructure and instructional needs, as well as the technical requirements related to the upcoming PARCC assessments.

When they reach high school and move forward into college or careers, our students must be able to compete with peers from other schools who have experience with up-to-date materials, resources and technologies. By allocating financial resources to all areas of our operations today, we will be in a better position to prepare our students for success in their future educational endeavors.

Further, we are preparing students for the next generation of learning assessment offered through PARCC. The District is also highly involved in implementing the new teacher evaluation components through professional development and redesign of our performance evaluation tools. This has been a collaborative effort among certified staff members.

Impact on Special Education and Other Student Services

Early Childhood Program: 3-5 years
- Preschool special education programming is offered according to State and Federal mandates.
- To increase opportunities for preschool special education students to be educated with their typically developing peers, a partnership with the Champions preschool/daycare program, which operates in Oakwood School, was piloted in 2012-2013. Through this program, some of our students attended the typically developing preschool with push-in special education services; eligibility was based on a matrix which took into consideration the recommended services per IEPs and other factors. With the success of this pilot, it is anticipated that the program will be expanded to include a greater range of students for the 2013-2014 school year, and we will continue creative efforts to include our preschool special education students with typically developing peers.
Special Education: K-8

- Our philosophy of inclusion utilizing Least Restrictive Environment criteria has been challenged by increased class sizes and fewer classroom supports. The biggest single area where the reductions are felt by the SPED staff is in the area of collaboration time. Shifting our use of IDEA grant money to support hiring substitutes for teacher teams to meet is one solution we will continue to employ.
- It is anticipated that one school counselor will be added to the ranks of Old Quarry Middle School for the 2013-2014 school year to manage the social-emotional needs of students that are falling more heavily on classroom teachers. This will provide some relief for the current psychologist and social worker as well, and sends the message that all students are important and that supports are available.
- Our ability to provide consistent RTI reading interventions at the middle school is impacted by the number of special education students who also require research-based interventions. To address this need, a certified reading specialist (with additional certification in special education preferred) will be hired in 2013-2014 to manage the unique instructional needs of our special education students.
- Through the use of IDEA grant money in 2012-2013, we supported the hire of a part-time vendor speech therapist to provide services to some of our Early Childhood students and students at the parochial school. This has somewhat reduced the speech therapists’ caseloads, which were approaching the legal limit of 60 students each.

ESL/Bilingual Services: K-8

- In FY 2013, the number of Lithuanian bilingual students at our pre-K-2 attendance center, Oakwood School, exceeded 20, which prompted the mandate for a Lithuanian TBE program. Although currently ISBE does not have a test to certify a Lithuanian bilingual teacher, for the 2013-2014 school year, we will seek a certified ESL teacher who is fluent in Lithuanian and who would be eligible to pass the test when offered.
- This year, ISBE conducted an ELL Compliance Monitoring visit at Lemont-Bromberek CSD 113A. Its most significant findings pertained to the District’s need to provide more professional development opportunities and linguistically and culturally sensitive materials to all teachers, especially general education teachers who spend much of their day supporting ELL students. Through the Strategic Plan, new monies for this purpose, through the renewal of our curriculum cycles, will be augmented by TBE/TPI and LIPEPS grant money.

Our administrators, teachers, and staff continue to exhibit high levels of professionalism, and hold rigorous standards for student performance. With
the compounding effect of increased class sizes, reduced or eliminated programs and services, limited staff training, and decreased teacher planning and collaboration time, we cannot deny that our district's capacity to provide high quality programs and differentiate instruction for students across the continuum of ability has been affected. This has prompted us to grow smarter and more efficient in planning for the future. The areas of greatest concern are identified, and we are prepared to strategically augment the sound educational programming we currently provide, with measured incremental steps to approach our goal of serving students using best practices. The educational programming decisions being proposed for our students in this financial plan will reverberate for decades; they are foundational for all future decisions.

The Plan capitalizes on creative utilization of grant money to supplement district funds, addresses Federal and State mandates, and supports the implementation of best practices, as possible. The standards used for prioritization of allocated resources are as follows:

1) Meet Federal/State laws and Illinois School Code;
2) Focus on academic achievement per Federal, State and local accountability requirements; and
3) Maintain the safety and security of the students, staff, parents and community.

Although the personnel cuts and elimination of programs described in past plans have engendered an overall negative effect on the educational program offered to our students, it is a tribute to the District that we have retained virtually all staff members in the years after drastic reductions. Our goal is to develop high quality educational programming and increase student growth and achievement via improved student engagement. Student services programs remain strong, as do academics and are the direct result of the dedication, perseverance, and time all stakeholders have committed to the education of District 113A students.

**Extra Curricular Activities:**

All extra-curricular activities continue to be organized and financially supported through participation fees and donations from the Band and Warrior Booster organizations. As previously required by the ISBE, District 113A maintains an agreement with each organization. The Band Booster organization independently employs band and choir directors. District 113A receives funds for the use of facilities as outlined in the attached Band Booster/District 113A agreement. The Warrior Booster Club organizes athletic and academic extra-curricular program participants, collects participant fees and provides contributions to support any funding shortfall not covered by participant fees. Traditionally, the Warrior Booster Club presents a check to cover the full year extra-curricular expenses at the beginning of the school year. For the future,
District 113A and the Warrior Boosters Club would like to move participant registration into the first few weeks of school and provide payment for programming no later than the end of September each school year. This will eliminate the need for a late registration program while providing up front programming for the school year programs. An additional mid-year extra-curricular registration session is proposed to allow students to enroll in spring activities. The District will receive all funds prior to the commencement of any activities. A copy of the agreement and current year extra-curricular budget is included as an example of the level of services provided to students through student fees and donor contributions.

V. Additional Information – Debt Service Fund

Narrative and Background:

District 113A has no immediate plan for issuing new long-term debt. Revenue projections for the Debt Service Fund are based upon the EAV and Debt Schedule projections found in Section II. B, Budget Plan – Background and Narrative. These assumptions are consistent throughout the plan, and will continue to rely upon the Cook and DuPage Counties’ County Clerk to extend the rate to generate enough revenue to cover the annual bond payments. No new revenues are anticipated in the plan for the Debt Service Fund. (See Attachment D)

VI. Board of Education Approval

This draft Amended District Financial Plan was presented and approved by the Lemont-Bromberek CSD 113A Board of Education at their regular meeting and in open session on April 16, 2013 with a vote of 5 yes, 1 no and 1 absent.

Dave Molitor, Board President

Cindy Kelly, Board Secretary
# Lemont-Bromberek Consolidated School District 113A

## Educational Fund - Projection Summary

<table>
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<tr>
<th></th>
<th>BUDGET FY 2013</th>
<th>REVENUE / EXPENDITURE PROJECTIONS FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
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<td>$1,218,083</td>
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<td>TOTAL REVENUE</td>
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<td>Salary and Benefit Costs</td>
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<td>Other</td>
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### OTHER FINANCING SOURCES/USES

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<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
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<th>% chg</th>
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<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,142,794</td>
<td>$616,171</td>
<td>$506,955</td>
<td>$530,446</td>
<td>$14,865</td>
<td>$4,246</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### BEGINNING FUND BALANCE

- ($652,519)
- $2,490,275
- $3,106,446
- $3,613,401
- $4,143,847
- $4,158,712

### PROJECTED YEAR END BALANCE

- $2,490,275
- $3,106,446
- $3,613,401
- $4,143,847
- $4,158,712
- $4,162,958

### FUND BALANCE AS % OF EXPENDITURES

- $15.02%
- $17.56%
- $19.69%
- $21.58%
- $20.68%
- $19.81%

### FUND BALANCE AS # OF MONTHS OF EXPEND.

- 1.80
- 2.11
- 2.36
- 2.59
- 2.48
- 2.38

---

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Page: 1

04/15/13 - 2:02 PM

All Assumptions have been provided by the District.
# Lemont-Bromberek Consolidated School District 113A

## Operations and Maintenance Fund - Projection Summary

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>$2,144,412</td>
<td>$2,055,620</td>
<td>-4.14%</td>
<td>$2,215,604</td>
<td>7.76%</td>
<td>$2,236,733</td>
<td>0.95%</td>
<td>$2,251,231</td>
<td>0.65%</td>
<td>$2,234,401</td>
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<td>State</td>
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<td>$50,000</td>
<td>0.00%</td>
<td>$50,000</td>
<td>0.00%</td>
<td>$50,000</td>
<td>0.00%</td>
<td>$50,000</td>
<td>0.00%</td>
<td>$50,000</td>
<td>0.00%</td>
</tr>
<tr>
<td>Federal</td>
<td>$0</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
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<tr>
<td>Other</td>
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<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$2,194,412</td>
<td>$2,105,620</td>
<td>-4.05%</td>
<td>$2,265,604</td>
<td>7.60%</td>
<td>$2,286,733</td>
<td>0.93%</td>
<td>$2,301,231</td>
<td>0.63%</td>
<td>$2,284,401</td>
<td>-0.79%</td>
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<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
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</thead>
<tbody>
<tr>
<td>Salary and Benefit Costs</td>
<td>$828,339</td>
<td>$865,317</td>
<td>4.46%</td>
<td>$910,557</td>
<td>5.23%</td>
<td>$960,024</td>
<td>5.43%</td>
<td>$1,014,201</td>
<td>5.64%</td>
<td>$1,073,626</td>
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<tr>
<td>Other</td>
<td>$774,873</td>
<td>$1,219,232</td>
<td>57.35%</td>
<td>$1,249,700</td>
<td>2.50%</td>
<td>$1,235,930</td>
<td>-1.00%</td>
<td>$1,286,816</td>
<td>4.12%</td>
<td>$1,193,973</td>
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<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$1,603,212</td>
<td>$2,084,550</td>
<td>30.02%</td>
<td>$2,160,257</td>
<td>3.63%</td>
<td>$2,195,954</td>
<td>1.65%</td>
<td>$2,301,016</td>
<td>4.76%</td>
<td>$2,267,599</td>
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</table>

<table>
<thead>
<tr>
<th>SURPLUS / DEFICIT</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
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<tbody>
<tr>
<td><strong>SURPLUS / DEFICIT / OTHER FIN. SOURCES/USES</strong></td>
<td>$591,200</td>
<td>$21,070</td>
<td>$105,346</td>
<td>$90,779</td>
<td>$214</td>
<td>$16,802</td>
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<td></td>
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<tr>
<td>Transfer Among Funds (Net)</td>
<td>($1,800,000)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
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<tr>
<td>Sale of Bonds</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Other Financing Uses</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OTHER FIN. SOURCES/USES</strong></td>
<td>($1,800,000)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

<table>
<thead>
<tr>
<th>SURPLUS / DEFICIT / OTHER FIN. SOURCES/USES</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING FUND BALANCE</strong></td>
<td>$2,028,933</td>
<td>$820,133</td>
<td>$841,203</td>
<td>$946,550</td>
<td>$1,037,329</td>
<td>$1,037,543</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROJECTED YEAR END BALANCE</strong></td>
<td>$820,133</td>
<td>$841,203</td>
<td>$946,550</td>
<td>$1,037,329</td>
<td>$1,037,543</td>
<td>$1,054,345</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND BALANCE AS % OF EXPENDITURES</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.16%</td>
<td>40.35%</td>
<td>43.82%</td>
<td>47.24%</td>
<td>45.09%</td>
<td>46.50%</td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND BALANCE AS # OF MONTHS OF EXPEND.</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.14</td>
<td>4.84</td>
<td>5.26</td>
<td>5.67</td>
<td>5.41</td>
<td>5.58</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Plenary Packet - Page 173

#### Lemont-Bromberek Consolidated School District 113A

**Transportation Fund - Projection Summary**

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>BUDGET FY 2013</th>
<th>REVENUE / EXPENDITURE PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2014</td>
<td>% chg</td>
</tr>
<tr>
<td>Local</td>
<td>$737,032</td>
<td>31.86%</td>
</tr>
<tr>
<td>State</td>
<td>$324,984</td>
<td>73.85%</td>
</tr>
<tr>
<td>Federal</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>$1,062,016</strong></td>
<td><strong>11.76%</strong></td>
</tr>
</tbody>
</table>

**EXPENDITURES**

| Salary and Benefit Costs | $441,458 | 65.31% | $464,160 | 2.67% | $476,578 | 2.79% | $489,607 | 2.73% | $503,313 | 2.80% |
| Other                | $668,372 | 94.69% | $683,035 | 2.23% | $714,069 | 2.25% | $730,487 | 2.20% | $747,541 | 2.23% |
| **TOTAL EXPENDITURES** | **$1,109,830** | **2.30%** | **$1,167,195** | **2.38%** | **$1,210,646** | **2.43%** | **$1,226,094** | **2.47%** | **$1,250,854** | **2.52%** |

**SURPLUS / DEFICIT**

| ($47,815) | $51,494 | $18,974 | $18,582 | $36,539 | $2,280 |

**OTHER FINANCING SOURCES/USES**

| Transfer Among Funds (Net) | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% |
| Sale of Bonds              | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% |
| Other Financing Sources    | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% |
| Other Financing Uses       | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% | $0 | 0% |
| **TOTAL OTHER FIN. SOURCES/USES** | $0 | 0% | $0 | 0% | $0 | 0% |

**SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES**

| ($47,815) | $51,494 | $18,974 | $18,582 | $36,539 | $2,280 |

**BEGINNING FUND BALANCE**

| $434,902 | $387,087 | $438,581 | $457,555 | $476,137 | $512,676 |

**PROJECTED YEAR END BALANCE**

| $387,087 | $438,581 | $457,555 | $476,137 | $512,676 | $514,957 |

**FUND BALANCE AS % OF EXPENDITURES**

| 34.88% | 38.63% | 39.36% | 39.99% | 42.02% | 41.17% |

**FUND BALANCE AS # OF MONTHS OF EXPEND.**

<p>| 4.19 | 4.64 | 4.72 | 4.80 | 5.04 | 4.94 |</p>
<table>
<thead>
<tr>
<th>BUDGET</th>
<th>FY 2013</th>
<th>REVENUE / EXPENDITURE PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2014</td>
<td>% chg</td>
</tr>
<tr>
<td>REVENUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>$702,521</td>
<td>$622,814</td>
</tr>
<tr>
<td>State</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Federal</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$702,521</td>
<td>$622,814</td>
</tr>
<tr>
<td>EXPENDITURES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary and Benefit Costs</td>
<td>$568,455</td>
<td>$616,441</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>$568,455</td>
<td>$616,441</td>
</tr>
</tbody>
</table>

| SURPLUS / DEFICIT | $134,066 | $6,373 | $27,482 | $40,394 | $11,648 | $9,735 |

| OTHER FINANCING SOURCES/USES |        |        |         |        |        |        |
| Transfer Among Funds (Net)   | $0      | $0      |         | $0      |         | $0      |
| Sale of Bonds                | $0      | $0      |         | $0      |         | $0      |
| Other Financing Sources      | $0      | $0      |         | $0      |         | $0      |
| Other Financing Uses         | $0      | $0      |         | $0      |         | $0      |
| TOTAL OTHER FIN. SOURCES/USES | $0      | $0      |         | $0      |         | $0      |

| SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES | $134,066 | $6,373 | $27,482 | $40,394 | $11,648 | $9,735 |

| BEGINNING FUND BALANCE | $289,231 | $423,297 | $429,670 | $457,152 | $497,546 | $509,194 |

| PROJECTED YEAR END BALANCE | $423,297 | $429,670 | $457,152 | $497,546 | $509,194 | $518,929 |

| FUND BALANCE AS % OF EXPENDITURES | 74.46% | 69.70% | 70.73% | 75.02% | 74.75% | 74.31% |
| FUND BALANCE AS # OF MONTHS OF EXPEND. | 8.94 | 8.36 | 8.49 | 9.00 | 8.97 | 8.92 |
## Lemont-Bromberek Consolidated School District 113A

### Aggregate - Projection Summary

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>% chg</th>
<th>FY 2015</th>
<th>% chg</th>
<th>FY 2016</th>
<th>% chg</th>
<th>FY 2017</th>
<th>% chg</th>
<th>FY 2018</th>
<th>% chg</th>
</tr>
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<tbody>
<tr>
<td><strong>REVENUE</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>$18,953,361</td>
<td>$19,523,421</td>
<td>3.01%</td>
<td>$20,328,524</td>
<td>4.12%</td>
<td>$21,370,086</td>
<td>5.12%</td>
<td>$21,924,190</td>
<td>2.59%</td>
<td>$22,866,233</td>
<td>4.30%</td>
</tr>
<tr>
<td>State</td>
<td>$2,031,257</td>
<td>$1,844,714</td>
<td>-9.18%</td>
<td>$1,794,858</td>
<td>-2.70%</td>
<td>$1,709,667</td>
<td>-4.75%</td>
<td>$1,593,067</td>
<td>-6.82%</td>
<td>$1,544,415</td>
<td>-3.05%</td>
</tr>
<tr>
<td>Federal</td>
<td>$898,714</td>
<td>$853,778</td>
<td>-5.00%</td>
<td>$853,778</td>
<td>0.00%</td>
<td>$853,778</td>
<td>0.00%</td>
<td>$853,778</td>
<td>0.00%</td>
<td>$853,778</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$21,883,032</td>
<td>$22,221,913</td>
<td>1.55%</td>
<td>$22,977,161</td>
<td>3.40%</td>
<td>$23,933,532</td>
<td>4.10%</td>
<td>$24,371,036</td>
<td>1.83%</td>
<td>$25,264,427</td>
<td>3.67%</td>
</tr>
</tbody>
</table>

|                  |          |          |       |          |       |          |       |          |       |          |       |
| **EXPENDITURES** |          |          |       |          |       |          |       |          |       |          |       |
| Salary and Benefit Costs | $15,145,660 | $15,692,086 | 3.61% | $16,431,680 | 4.71% | $17,246,099 | 4.96% | $18,168,804 | 5.35% | $19,065,145 | 4.93% |
| Other            | $4,717,128 | $5,834,719 | 23.69% | $5,886,723 | 0.89% | $6,007,231 | 2.05% | $6,138,966 | 2.19% | $6,166,219 | 0.44% |
| **TOTAL EXPENDITURES** | $19,862,788 | $21,526,805 | 8.38% | $22,318,403 | 3.68% | $23,253,330 | 4.19% | $24,307,769 | 4.53% | $25,231,364 | 3.80% |

|                  |          |          |       |          |       |          |       |          |       |          |       |
| **SURPLUS / DEFICIT** | $2,020,245 | $695,108  |       | $658,757  |       | $680,202  |       | $63,266   |       | $13,063   |       |
| **BEGINNING FUND BALANCE** | $2,100,547 | $4,120,792 |       | $4,815,900  |       | $5,474,657  |       | $6,154,859 |       | $6,218,125 |       |
| **PROJECTED YEAR END BALANCE** | $4,120,792 | $4,815,900 |       | $5,474,657  |       | $6,154,859 |       | $6,218,125 |       | $6,251,188 |       |

|                  |          |          |       |          |       |          |       |          |       |          |       |
| Fund Balance as % of Expenditures | 20.75% | 22.37% | 24.53% | 26.47% | 25.58% | 24.78% |
| Fund Balance as # of Months of Expend. | 2.49 | 2.68 | 2.94 | 3.18 | 3.07 | 2.97 |
Actual and Projected Year-End Balances
(Educational, Operations and Maintenance, Transportation, IMRF, and Working Cash Funds.)
Lemont-Bromberek Consolidated School District 113A

Aggregate View - Projection Summary

<table>
<thead>
<tr>
<th>Financial Profile Calculation For FY 2013</th>
<th>Ratio</th>
<th>Score</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Balance to Rev Ratio</td>
<td>0.17</td>
<td>3</td>
<td>1.05</td>
</tr>
<tr>
<td>Exp to Rev Ratio</td>
<td>0.91</td>
<td>4</td>
<td>1.4</td>
</tr>
<tr>
<td>Days Cash On Hand</td>
<td>88.47</td>
<td>2</td>
<td>0.2</td>
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<tr>
<td>% of Short Term Borrowing Max Remaining</td>
<td>100.00</td>
<td>4</td>
<td>0.4</td>
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<tr>
<td>% of Long Term Debt Margin Remaining</td>
<td>80.19</td>
<td>4</td>
<td>0.4</td>
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Total Score: 3.45
Category: Financial Review

![Graph showing financial metrics for FY 2008-2018](#)
Lemont-Bromberek CSD 113A - Ed, O&M, & Transportation

Revenue Analysis

<table>
<thead>
<tr>
<th>Month</th>
<th>Total Revenues</th>
<th>Avg. %</th>
<th>Total Expenditures</th>
<th>Avg. %</th>
<th>Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-13</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Aug-14</td>
<td>$480,291.17</td>
<td>7.56%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Sep-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Oct-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Nov-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Dec-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
</tbody>
</table>

Expenditure Analysis

<table>
<thead>
<tr>
<th>Month</th>
<th>Total Revenues</th>
<th>Avg. %</th>
<th>Total Expenditures</th>
<th>Avg. %</th>
<th>Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-13</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Aug-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Sep-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Oct-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Nov-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
<tr>
<td>Dec-14</td>
<td>$480,291.17</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
<td>7.29%</td>
<td>$2,189,720.60</td>
</tr>
</tbody>
</table>

Fund Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Revenues</th>
<th>Total Expenditures</th>
<th>Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013</td>
<td>$21,180,511.17</td>
<td>$19,294,332.39</td>
<td>$1,886,178.78</td>
</tr>
<tr>
<td>FY 2014</td>
<td>$21,599,099.05</td>
<td>$20,318,511.17</td>
<td>$688,735.28</td>
</tr>
</tbody>
</table>

© 2013 PMA Financial Network, Inc. The above schedule represents a projection of the District's inflows and outflows.
Lemont-Bromberek CSD 113A

Debt Service Fund

Revenue Analysis

Budget Allocation

Expenditure Analysis

Fund Projections

Annual Budget

<table>
<thead>
<tr>
<th></th>
<th>Total Revenues</th>
<th>Total Expenditures</th>
<th>Surplus/ (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2013</td>
<td>$4,492,483.00</td>
<td>$4,308,200.30</td>
<td>$184,282.70</td>
</tr>
<tr>
<td>FY 2014</td>
<td>$4,731,956.24</td>
<td>$4,514,358.00</td>
<td>$217,598.24</td>
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</table>

Monthly Projections

<table>
<thead>
<tr>
<th></th>
<th>Total Revenues</th>
<th>Avg. %</th>
<th>Total Expenditures</th>
<th>Avg. %</th>
<th>Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-13</td>
<td>$47,840.05</td>
<td>1.01%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$4,228,404.75</td>
</tr>
<tr>
<td>Aug-13</td>
<td>$47,840.05</td>
<td>1.01%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$4,276,244.80</td>
</tr>
<tr>
<td>Sep-13</td>
<td>$1,181,806.13</td>
<td>24.98%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$5,458,050.93</td>
</tr>
<tr>
<td>Oct-13</td>
<td>$756,568.85</td>
<td>15.99%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$6,214,619.78</td>
</tr>
<tr>
<td>Nov-13</td>
<td>$47,840.05</td>
<td>1.01%</td>
<td>$4,498,408.00</td>
<td>99.65%</td>
<td>$1,764,051.83</td>
</tr>
<tr>
<td>Dec-13</td>
<td>$591.46</td>
<td>0.01%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$1,764,634.30</td>
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<tr>
<td>Jan-14</td>
<td>$72,409.32</td>
<td>1.53%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$1,837,052.61</td>
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<tr>
<td>Feb-14</td>
<td>$449,453.04</td>
<td>9.50%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$2,286,505.65</td>
</tr>
<tr>
<td>Mar-14</td>
<td>$1,247,954.15</td>
<td>26.37%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$3,534,459.80</td>
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<tr>
<td>Apr-14</td>
<td>$187,223.38</td>
<td>3.96%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$3,721,683.19</td>
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<tr>
<td>May-14</td>
<td>$65,794.51</td>
<td>1.39%</td>
<td>$15,950.00</td>
<td>0.35%</td>
<td>$3,771,527.70</td>
</tr>
<tr>
<td>Jun-14</td>
<td>$626,635.24</td>
<td>13.24%</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$4,398,162.94</td>
</tr>
</tbody>
</table>

The above schedule represents a projection of the District's inflows and outflows.
## Combined School District Number 113A (Lemont-Bromberek) Existing Debt Service

### Non-Referendum Debt Service

<table>
<thead>
<tr>
<th>Levy Year</th>
<th>Fiscal Year</th>
<th>LTGO School Bonds CABS</th>
<th>LTGO School Bonds CABS</th>
<th>Total</th>
<th>(1)</th>
<th>Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2010</td>
<td>126,430</td>
<td>86,402</td>
<td>211,832</td>
<td>218,409</td>
<td>1,578</td>
</tr>
<tr>
<td>2009</td>
<td>2011</td>
<td>125,430</td>
<td>85,830</td>
<td>211,260</td>
<td>218,613</td>
<td>737</td>
</tr>
<tr>
<td>2010</td>
<td>2012</td>
<td>125,340</td>
<td>90,600</td>
<td>215,940</td>
<td>218,381</td>
<td>6,441</td>
</tr>
<tr>
<td>2011</td>
<td>2013</td>
<td>110,600</td>
<td>90,000</td>
<td>209,600</td>
<td>222,672</td>
<td>12,736</td>
</tr>
<tr>
<td>2012</td>
<td>2014</td>
<td>120,980</td>
<td>90,418</td>
<td>211,398</td>
<td>225,262</td>
<td>17,864</td>
</tr>
<tr>
<td>2013</td>
<td>2015</td>
<td>116,900</td>
<td>95,088</td>
<td>211,988</td>
<td>233,251</td>
<td>21,263</td>
</tr>
<tr>
<td>2014</td>
<td>2016</td>
<td>117,820</td>
<td>95,000</td>
<td>212,820</td>
<td>236,760</td>
<td>23,930</td>
</tr>
<tr>
<td>2015</td>
<td>2017</td>
<td>113,500</td>
<td>95,965</td>
<td>210,465</td>
<td>240,301</td>
<td>29,836</td>
</tr>
</tbody>
</table>

### Referendum Debt Service

<table>
<thead>
<tr>
<th>Levy Year</th>
<th>Fiscal Year</th>
<th>W/1994 Levy Base Created</th>
<th>Extension Base Created</th>
<th>Total</th>
<th>School Building</th>
<th>Total</th>
<th>School Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>2018</td>
<td>109,000</td>
<td>102,772</td>
<td>211,772</td>
<td>243,905</td>
<td>32,633</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>2019</td>
<td>109,000</td>
<td>103,375</td>
<td>212,375</td>
<td>247,564</td>
<td>34,680</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>2020</td>
<td>104,750</td>
<td>104,292</td>
<td>209,042</td>
<td>251,277</td>
<td>42,225</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>2021</td>
<td>105,000</td>
<td>105,000</td>
<td>210,000</td>
<td>255,047</td>
<td>45,047</td>
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</tr>
<tr>
<td>2022</td>
<td>2022</td>
<td></td>
<td></td>
<td></td>
<td>258,872</td>
<td>58,872</td>
<td></td>
</tr>
<tr>
<td>2023</td>
<td>2023</td>
<td></td>
<td></td>
<td></td>
<td>262,756</td>
<td>252,756</td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td>2024</td>
<td></td>
<td></td>
<td></td>
<td>265,097</td>
<td>256,097</td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td>2025</td>
<td></td>
<td></td>
<td></td>
<td>270,697</td>
<td>270,697</td>
<td></td>
</tr>
<tr>
<td>2026</td>
<td>2026</td>
<td></td>
<td></td>
<td></td>
<td>274,758</td>
<td>274,758</td>
<td></td>
</tr>
<tr>
<td>2027</td>
<td>2027</td>
<td></td>
<td></td>
<td></td>
<td>278,879</td>
<td>278,879</td>
<td></td>
</tr>
<tr>
<td>2028</td>
<td>2028</td>
<td></td>
<td></td>
<td></td>
<td>283,082</td>
<td>283,082</td>
<td></td>
</tr>
<tr>
<td>2029</td>
<td>2029</td>
<td></td>
<td></td>
<td></td>
<td>287,308</td>
<td>287,308</td>
<td></td>
</tr>
<tr>
<td>2030</td>
<td>2030</td>
<td></td>
<td></td>
<td></td>
<td>291,618</td>
<td>291,618</td>
<td></td>
</tr>
<tr>
<td>2031</td>
<td>2031</td>
<td></td>
<td></td>
<td></td>
<td>295,992</td>
<td>295,992</td>
<td></td>
</tr>
</tbody>
</table>

### Total DS From Current FY

<table>
<thead>
<tr>
<th></th>
<th>$1,140,450</th>
<th>$927,886</th>
<th>$2,113,136</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$21,645,000</td>
<td>$16,275,000</td>
<td>$12,140,000</td>
</tr>
<tr>
<td></td>
<td>$59,060,000</td>
<td>$52,173,136</td>
<td>$54,761,793</td>
</tr>
</tbody>
</table>

(1) Pursuant to Public Act 98-0501, the District's DSFR will increase by the lesser of CPI or 5% each year starting with levy year 2009.

The applicable CPI increase has been applied to levy years 2009-2013, and assumed to be 1.5% per year thereafter.

(2) EAV and growth rates in levy years 2011-2017 as estimated by FPP.
Please complete the following table which reflects the actual activity for FY11 and FY12, the adopted budget for FY13, and the estimated actual for FY13:

<table>
<thead>
<tr>
<th>Fiscal Year 2011</th>
<th>Fiscal Year 2012</th>
<th><em>Fiscal Year 2013</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>Actual</td>
<td>Adopted Budget</td>
</tr>
</tbody>
</table>

### Educational Fund

<table>
<thead>
<tr>
<th>1. Receipts/Revenues</th>
<th>16,964,843</th>
<th>17,351,730</th>
<th>17,924,084</th>
<th>17,924,084</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disbursements/Expenditures</td>
<td>16,168,025</td>
<td>15,740,346</td>
<td>16,581,290</td>
<td>16,581,290</td>
</tr>
<tr>
<td>Excess of Receipts/Revenues Over/(Under) Disbursements/Expenditures</td>
<td>796,818</td>
<td>1,611,384</td>
<td>1,342,794</td>
<td>1,342,794</td>
</tr>
<tr>
<td>Other Sources/Uses of Funds</td>
<td>(616,099)</td>
<td>0</td>
<td>0</td>
<td>1,800,000</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>(2,444,622)</td>
<td>(2,263,903)</td>
<td>(652,519)</td>
<td>(652,519)</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>(2,263,903)</td>
<td>(652,519)</td>
<td>690,275</td>
<td>2,490,275</td>
</tr>
</tbody>
</table>

### Operations & Maintenance Fund

<table>
<thead>
<tr>
<th>7. Receipts/Revenues</th>
<th>2,345,366</th>
<th>2,241,184</th>
<th>2,194,412</th>
<th>2,194,412</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disbursements/Expenditures</td>
<td>1,697,134</td>
<td>1,418,974</td>
<td>1,603,212</td>
<td>1,603,212</td>
</tr>
<tr>
<td>Other Sources/Uses of Funds</td>
<td>639</td>
<td>0</td>
<td>0</td>
<td>(1,800,000)</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>557,852</td>
<td>1,206,723</td>
<td>2,028,933</td>
<td>2,028,933</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>1,206,723</td>
<td>2,028,933</td>
<td>2,620,133</td>
<td>820,133</td>
</tr>
</tbody>
</table>

### Transportation Fund

<table>
<thead>
<tr>
<th>13. Receipts/Revenues</th>
<th>1,120,645</th>
<th>900,080</th>
<th>1,062,016</th>
<th>1,062,016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disbursements/Expenditures</td>
<td>1,325,909</td>
<td>1,205,758</td>
<td>1,109,830</td>
<td>1,109,830</td>
</tr>
<tr>
<td>Excess of Receipts/Revenues Over/Under Disbursements/Expenditures</td>
<td>(205,264)</td>
<td>(305,678)</td>
<td>(47,815)</td>
<td>(47,815)</td>
</tr>
<tr>
<td>Other Sources/Uses of Funds</td>
<td>628,170</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>317,674</td>
<td>740,580</td>
<td>434,902</td>
<td>434,902</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>740,580</td>
<td>434,902</td>
<td>387,087</td>
<td>387,087</td>
</tr>
</tbody>
</table>

### Working Cash Fund

<table>
<thead>
<tr>
<th>19. Receipts/Revenues</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disbursements/Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Excess of Receipts/Revenues Over/Under Disbursements/Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Sources/Uses of Funds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL FUND BALANCES (Four Funds Above)**

| (316,600) | 1,811,316 | 3,697,495 | 3,697,495 |

*Note: The adopted budget should be in agreement with the Financial Plan approved by the State Board of Education.*
<table>
<thead>
<tr>
<th></th>
<th>Fiscal Year 2011 Actual</th>
<th>Fiscal Year 2012 Actual</th>
<th>Fiscal Year 2013 Estimate Actual</th>
<th>Fiscal Year 2014 Budget</th>
<th>Fiscal Year 2015 Budget</th>
<th>Fiscal Year 2016 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts/Revenues</td>
<td>16,964,843</td>
<td>17,351,730</td>
<td>17,924,084</td>
<td>18,306,621</td>
<td>18,856,313</td>
<td>19,733,939</td>
</tr>
<tr>
<td>Disbursements/Expenditures</td>
<td>16,168,025</td>
<td>15,740,346</td>
<td>16,581,290</td>
<td>17,690,450</td>
<td>18,349,357</td>
<td>19,203,493</td>
</tr>
<tr>
<td>Excess of Receipts and Other Sources Over/Under Disbursements and Other Uses</td>
<td>796,818</td>
<td>1,611,384</td>
<td>1,342,794</td>
<td>616,171</td>
<td>506,955</td>
<td>530,446</td>
</tr>
<tr>
<td>Other Sources/Uses of Funds</td>
<td>(616,099)</td>
<td>0</td>
<td>1,800,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>(2,263,903)</td>
<td>(652,519)</td>
<td>2,490,275</td>
<td>3,106,446</td>
<td>3,613,401</td>
<td>4,143,847</td>
</tr>
<tr>
<td><strong>Operations &amp; Maintenance Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts/Revenue</td>
<td>2,345,366</td>
<td>2,241,184</td>
<td>2,194,412</td>
<td>2,105,620</td>
<td>2,265,604</td>
<td>2,286,733</td>
</tr>
<tr>
<td>Disbursements/Expenditures</td>
<td>1,697,134</td>
<td>1,418,974</td>
<td>1,603,212</td>
<td>2,084,550</td>
<td>2,160,257</td>
<td>2,195,954</td>
</tr>
<tr>
<td>Excess of Receipts and Other Sources Over/Under Disbursements and Other Uses</td>
<td>648,232</td>
<td>822,210</td>
<td>591,200</td>
<td>21,070</td>
<td>105,346</td>
<td>90,779</td>
</tr>
<tr>
<td>Other Sources/Uses of Funds</td>
<td>639</td>
<td>0</td>
<td>(1,800,000)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>557,852</td>
<td>1,206,723</td>
<td>2,028,933</td>
<td>820,133</td>
<td>841,203</td>
<td>946,550</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>1,206,723</td>
<td>2,028,933</td>
<td>820,133</td>
<td>841,203</td>
<td>946,550</td>
<td>1,037,329</td>
</tr>
<tr>
<td><strong>Transportation Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts/Revenue</td>
<td>1,120,645</td>
<td>900,080</td>
<td>1,062,016</td>
<td>1,186,858</td>
<td>1,181,402</td>
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<td>Disbursements/Expenditures</td>
<td>1,325,909</td>
<td>1,205,758</td>
<td>1,109,830</td>
<td>1,135,364</td>
<td>1,162,428</td>
<td>1,190,646</td>
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<tr>
<td>Excess of Receipts and Other Sources Over/Under Disbursements and Other Uses</td>
<td>(205,264)</td>
<td>(305,678)</td>
<td>(47,815)</td>
<td>51,494</td>
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<td>18,582</td>
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<td>Other Sources/Uses of Funds</td>
<td>628,170</td>
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<td>0</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>317,674</td>
<td>740,580</td>
<td>434,902</td>
<td>387,087</td>
<td>438,581</td>
<td>457,555</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>740,580</td>
<td>434,902</td>
<td>387,087</td>
<td>438,581</td>
<td>457,555</td>
<td>476,137</td>
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<tr>
<td><strong>Working Cash Fund</strong></td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>(0)</td>
<td>(0)</td>
<td>0</td>
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<tr>
<td>Disbursements/Expenditures</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
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<td>0</td>
<td>0</td>
<td>(0)</td>
<td>(0)</td>
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<tr>
<td>Other Sources/Uses of Funds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund Balance – July 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>Fund Balance – June 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td><strong>TOTAL FUND BALANCES</strong> (Four Funds Above)</td>
<td>(316,600)</td>
<td>1,811,316</td>
<td>3,697,495</td>
<td>4,386,230</td>
<td>5,017,506</td>
<td>5,657,313</td>
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</table>
## BUDGET SUMMARY – FY 2014

<table>
<thead>
<tr>
<th>Account No.</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
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<tbody>
<tr>
<td>1. ESTIMATED FUND BALANCES July 1, 2013</td>
<td>2,490,275</td>
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<td>387,087</td>
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### RECEIPTS/REVENUES

<table>
<thead>
<tr>
<th>Account No.</th>
<th>REVENUES</th>
<th>LOCAL SOURCES</th>
<th>FLOW-THROUGH RECEIPTS/REVENUE FROM ONE DISTRICT TO ANOTHER DISTRICT</th>
<th>STATE SOURCES</th>
<th>FEDERAL SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Local Sources</td>
<td>1000</td>
<td>15,873,113</td>
<td>2,055,620</td>
<td>971,874</td>
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<td>3. Flow-through Receipts/Revenue from One District to Another District</td>
<td>2000</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>4. State Sources</td>
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<td>1,579,730</td>
<td>50,000</td>
<td>214,984</td>
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<tr>
<td>5. Federal Sources</td>
<td>4000</td>
<td>853,778</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>6. Total Receipts/Revenues</td>
<td></td>
<td>18,306,621</td>
<td>2,105,620</td>
<td>1,186,858</td>
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### DISBURSEMENTS/EXPENDITURES

<table>
<thead>
<tr>
<th>Function No.</th>
<th>EXPENDITURES</th>
<th>INSTRUCTION</th>
<th>SUPPORT SERVICES</th>
<th>COMMUNITY SERVICES</th>
<th>PAYMENTS TO OTHER DISTRICTS &amp; GOV'T UNITS</th>
<th>DEBT SERVICE</th>
<th>PROVISION FOR CONTINGENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Instruction</td>
<td>1000</td>
<td>11,896,211</td>
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<tr>
<td>8. Support Services</td>
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<td>4,770,559</td>
<td>2,084,550</td>
<td>1,134,339</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. Community Services</td>
<td>3000</td>
<td>38,202</td>
<td>0</td>
<td>1,025</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10. Payments to Other Districts &amp; Govt. Units</td>
<td>4000</td>
<td>889,128</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Debt Service</td>
<td>5000</td>
<td>96,350</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Provision for Contingencies</td>
<td>6000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Total Disbursements/Expenses</td>
<td></td>
<td>17,690,450</td>
<td>2,084,550</td>
<td>1,135,364</td>
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### OTHER SOURCES OF FUNDS

<table>
<thead>
<tr>
<th>OTHER USES OF FUNDS</th>
<th>OTHER SOURCES OF FUNDS</th>
<th>7100</th>
<th>7200</th>
<th>7300</th>
<th>7990</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Transfers from Other Funds</td>
<td></td>
<td>7100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Sale of Bonds</td>
<td></td>
<td>7200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Sale or Compensation for Fixed Assets</td>
<td></td>
<td>7300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Other Sources Not Classified Elsewhere</td>
<td></td>
<td>7990</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OTHER SOURCES OF FUNDS

<table>
<thead>
<tr>
<th>OTHER SOURCES OF FUNDS</th>
<th>OTHER SOURCES OF FUNDS</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers from Other Funds</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sale of Bonds</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sale or Compensation for Fixed Assets</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Sources Not Classified Elsewhere</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### SUMMARY

- **ESTIMATED FUND BALANCE June 30, 2014**
  - Educational Fund: 3,106,446
  - Operations & Maintenance Fund: 841,203
  - Transportation Fund: 438,581
  - Working Cash Fund: (0)
## BUDGET SUMMARY – FY 2015

<table>
<thead>
<tr>
<th>Function</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ESTIMATED FUND BALANCES July 1, 2014</td>
<td>3,106,446</td>
<td>841,203</td>
<td>438,581</td>
<td>(0)</td>
</tr>
</tbody>
</table>

### RECEIPTS/REVENUES

<table>
<thead>
<tr>
<th>Account No.</th>
<th>Local Sources</th>
<th>Flow-through Receipts/Revenue from One District to Another District</th>
<th>State Sources</th>
<th>Federal Sources</th>
<th>Total Receipts/Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>16,507,660</td>
<td>1,494,874</td>
<td>1,494,874</td>
<td>853,778</td>
<td>18,856,313</td>
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<tr>
<td>2000</td>
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<td>50,000</td>
<td>50,000</td>
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<td>2,265,604</td>
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<tr>
<td>3000</td>
<td>931,418</td>
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<td>249,984</td>
<td></td>
<td>1,181,402</td>
</tr>
<tr>
<td>4000</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### DISBURSEMENTS/EXPENDITURES

<table>
<thead>
<tr>
<th>Function</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Instruction</td>
<td>12,516,576</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9. Community Services</td>
<td>39,292</td>
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<td>1,051</td>
</tr>
<tr>
<td>10. Payments to Other Districts &amp; Govt. Units</td>
<td>911,356</td>
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<tr>
<td>11. Debt Service</td>
<td>98,759</td>
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<tr>
<td>12. Provision for Contingencies</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Total Disbursements/Expenditures</td>
<td>18,349,357</td>
<td>2,160,257</td>
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</table>

### EXCESS OF RECEIPTS/REVENUE OVER/(UNDER) DISBURSEMENTS/EXPENDITURES

<table>
<thead>
<tr>
<th>Amount</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>506,955</td>
<td>105,346</td>
<td>18,974</td>
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</table>

### OTHER SOURCES OF FUNDS

<table>
<thead>
<tr>
<th>Amount</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
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</tbody>
</table>

### OTHER USES OF FUNDS

<table>
<thead>
<tr>
<th>Amount</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### ESTIMATED FUND BALANCE June 30, 2015

<table>
<thead>
<tr>
<th>Amount</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,613,401</td>
<td>946,550</td>
<td>457,555</td>
<td></td>
<td>(0)</td>
</tr>
</tbody>
</table>
## BUDGET SUMMARY – FY 2016

<table>
<thead>
<tr>
<th>Receipts/Revenues</th>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ESTIMATED FUND BALANCES July 1, 2015</td>
<td>3,613,401</td>
<td>946,550</td>
<td>457,555</td>
<td>(0)</td>
</tr>
</tbody>
</table>

### RECEIPTS/REVENUES

<table>
<thead>
<tr>
<th>Account No.</th>
<th>Local Sources</th>
<th>Flow-through Receipts/Revenue from One District to Another District</th>
<th>State Sources</th>
<th>Federal Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>17,470,478</td>
<td>2,236,733</td>
<td>959,245</td>
<td>249,984</td>
</tr>
<tr>
<td>2000</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3000</td>
<td>1,409,683</td>
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<td>0</td>
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<tr>
<td>4000</td>
<td>853,778</td>
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<td>0</td>
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<tr>
<td>5. Total Receipts/Revenues</td>
<td>19,733,939</td>
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### DISBURSEMENTS/EXPENDITURES

<table>
<thead>
<tr>
<th>Function No.</th>
<th>Instruction</th>
<th>Support Services</th>
<th>Community Services</th>
<th>Payments to Other Districts &amp; Govt. Units</th>
<th>Debt Service</th>
<th>Provision for Contingencies</th>
<th>Total Disbursements/Expenses</th>
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</thead>
<tbody>
<tr>
<td>1000</td>
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<td>1,190,646</td>
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<td>530,446</td>
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### OTHER SOURCES OF FUNDS

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Transfers from Other Funds</th>
<th>7100</th>
<th>7200</th>
<th>7200</th>
<th>7300</th>
<th>7990</th>
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<th>0</th>
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<tbody>
<tr>
<td>15. Transfers from Other Funds</td>
<td>7100</td>
<td>7200</td>
<td>7200</td>
<td>7300</td>
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<tr>
<td>16. Sale of Bonds</td>
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<td>7200</td>
<td>7300</td>
<td>7990</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>17. Sale or Compensation for Fixed Assets</td>
<td>7300</td>
<td>7200</td>
<td>7200</td>
<td>7300</td>
<td>7990</td>
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<td>18. Other Sources Not Classified Elsewhere</td>
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### OTHER USES OF FUNDS

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<th>0</th>
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</thead>
<tbody>
<tr>
<td>19. Transfers to Other Funds</td>
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<td>20. Other Uses Not Classified Elsewhere</td>
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<td></td>
</tr>
<tr>
<td>21. TOTAL OTHER SOURCES/USES OF FUNDS</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td></td>
</tr>
</tbody>
</table>

### ESTIMATED FUND BALANCE June 30, 2016

<table>
<thead>
<tr>
<th>Educational Fund</th>
<th>Operations &amp; Maintenance Fund</th>
<th>Transportation Fund</th>
<th>Working Cash Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. ESTIMATED FUND BALANCE June 30, 2016</td>
<td>4,143,847</td>
<td>1,037,329</td>
<td>476,137</td>
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## DEBT SERVICES FUND

<table>
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<tr>
<th>Fiscal Year</th>
<th>Actual</th>
<th>Fiscal Year</th>
<th>Estimate Actual</th>
<th>Fiscal Year</th>
<th>Budget</th>
<th>Fiscal Year</th>
<th>Budget</th>
<th>Fiscal Year</th>
<th>Budget</th>
<th>Fiscal Year</th>
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<td>2011</td>
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<td>2014</td>
<td></td>
<td>2015</td>
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<tr>
<td>RECEIPTS/REVENUES</td>
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</tr>
<tr>
<td>1. ESTIMATED BEGINNING FUND BALANCE</td>
<td>3,583,221</td>
<td>3,661,636</td>
<td>3,915,588</td>
<td>4,098,945</td>
<td>4,316,543</td>
<td>4,780,959</td>
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</tr>
<tr>
<td>2. Local Sources</td>
<td>3,775,505</td>
<td>4,126,482</td>
<td>4,492,483</td>
<td>4,731,956</td>
<td>5,194,364</td>
<td>5,200,512</td>
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<tr>
<td>3. Flow-through Receipts/Revenue from One District to Another District</td>
<td>0</td>
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<td>5. Federal Sources</td>
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<tr>
<td>6. Total Receipts/Revenues</td>
<td>3,775,505</td>
<td>4,126,482</td>
<td>4,492,483</td>
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<td>5,194,364</td>
<td>5,200,512</td>
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<td>DISBURSEMENTS/EXPENDITURES</td>
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<td>8. Support Services</td>
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<td>9. Community Services</td>
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</tr>
<tr>
<td>10. Payments to Other Districts &amp; Govt. Units</td>
<td>4000</td>
<td>3,697,090</td>
<td>3,872,530</td>
<td>4,309,126</td>
<td>4,514,358</td>
<td>4,729,948</td>
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<td>11. Debt Service</td>
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<td>12. Provision for Contingencies</td>
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<td>0</td>
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</tr>
</tbody>
</table>

OTHER SOURCES OF FUNDS

| 15. Transfers from Other Funds | 7100 | 0 | 0 | 0 | 0 | 0 |
| 16. Sale of Bonds | 7200 | 0 | 0 | 0 | 0 | 0 |
| 17. Sale or Compensation for Fixed Assets | 7300 | 0 | 0 | 0 | 0 | 0 |
| 18. Other Sources Not Classified Elsewhere | 7990 | 0 | 0 | 0 | 0 | 0 |
| Total Other Sources of Funds | 0 | 0 | 0 | 0 | 0 | 0 |

OTHER USES OF FUNDS

| 19. Transfers to Other Funds | 8100 | 0 | 0 | 0 | 0 | 0 |
| 20. Other Uses Not Classified Elsewhere | 8990 | 0 | 0 | 0 | 0 | 0 |
| Total Other Uses of Funds | 0 | 0 | 0 | 0 | 0 | 0 |

22. ESTIMATED ENDING FUND BALANCE | 3,661,636 | 3,915,588 | 4,098,945 | 4,316,543 | 4,780,959 | 4,710,811 |

Cash Balance On Hand as of June 30th

(Balance must be greater than or equal to zero.)
LEASE AGREEMENT

THIS LEASE, made as of the 22nd day of January, 2013 by and between the Board of Education of LEMONT-BROMBEREK COMBINED SCHOOL DISTRICT 113A, DuPage and Cook Counties, Illinois (hereinafter called “Lessor”) and the LEMONT BAND BOOSTER ASSOCIATION, an Illinois not-for-profit corporation (hereinafter called "Lessee").

WITNESSETH

WHEREAS, Lessor is the owner of Old Quarry Middle School, located at 16100 127th Street in Lemont, Illinois; and

WHEREAS, Lessee has expressed a desire to lease certain rooms of Old Quarry Middle School as set forth in Exhibit A attached hereto; and

WHEREAS, Lessor is determined that the rooms to be leased, as more specifically identified on Exhibit A (hereinafter called the “premises”), shall be unnecessary for its educational programs during the times in which Lessee shall be using them and further, that as Lessee is an organization supporting and supplementing the educational activities of the District, that Lessor has determined it to be proper to enter into a lease with Lessee pursuant to the terms set forth herein; and

WHEREAS, Lessor has found and determined that entry into this Lease is in the best interests of the residents of the school district represented by the Board of Education;

NOW, THEREFORE, in consideration of the mutual covenants contained herein and in consideration of the rents, covenants and agreements hereinafter on the part of Lessee to be observed and performed, Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, upon the terms and conditions and agreements hereinafter set forth, and Lessor and Lessee hereby agree as follows:

1. COMMENCEMENT AND EXPIRATION DATES OF TERM. The term of this Lease shall commence on August 23, 2012 (the "Commencement Date") and end on August 22, 2014, which period shall be referred to herein as the "Lease Term."

2. USE. The Premises shall be used by Lessee for purposes of facilitating musical education and a band and for holding up to three concerts. The band room and related premises for use by the Lessee shall be available between the times of 2:30 p.m. and 6:00 p.m. Monday through Friday for a total of one hundred seventy-five (175) days. Additionally, the gym and related rooms shall be available for two (2) night concerts during the school term. Said concert nights shall be subject to approval of the Superintendent and shall not interfere with any of the other activities of the District.

Additionally, Lessee shall, in coordination with the District Administration, be provided locations for sign up nights, testing during the first week of school, and meet and greet night tables at the school.
The premises shall include chairs, music stands, a PA system – microphones, standard, and risers. Upon request, Lessee shall be provided sheet music that is in the school music library and may be allowed to use the District’s copiers at a cost per copy as used. No other uses of the premises shall be permitted unless otherwise specifically addressed herein or authorized by Lessor at Lessor’s sole discretion.

3. **RENT.** Lessee agrees to pay Lessor the amount of **Four Thousand Four Hundred Thirteen and 50/100 Dollars ($4,413.50)** per year as rent. Payment of the annual rent shall be due on December 1, 2012 and December 1, 2013.

Said rental fee is inclusive of utility costs consisting of four (4) months of air conditioning. **(eighty (80) days at Twenty Dollars ($20.00) per day)** and five(5) months of heating **(seventy-five (75) days at Twenty-Five Dollars ($25.00) per day)**. It also includes the cost of a custodian for the three (3) concert nights at **One Hundred Twenty Dollars ($120.00) per night**. The total cost breakdown of the rent is set forth as Exhibit B attached hereto.

4. **CONDITION OF PREMISES.** Lessee acknowledges that neither Lessor nor any agent or employee of Lessor has made any representation or warranty concerning the Premises, with respect to the suitability, condition or repair thereof, and Lessee accepts possession of the Premises and any items of personal property which Lessor might leave on the Premises "as is." Lessor's taking possession of the Premises shall be conclusive evidence as against Lessee that the Premises were in good order and satisfactory condition when Lessee took possession hereunder.

All damage or injury to the Premises caused by the acts or negligence of Lessee, its agents, employees, licensees, invitees, permittees, or visitors, shall be promptly repaired by the Lessor and billed, at cost, to the Lessee.

5. **ALTERATIONS AND IMPROVEMENTS.** Lessee shall not have the right, at any time during the term hereof, to make structural additions, alterations, changes or improvements to the Premises or any part thereof.

6. **UTILITIES.** Lessor shall be responsible for payment of all water, sewer, electricity, natural gas and refuse disposal charges ("Utility Charges") for the Premises during the Lease Term. As set forth above, the parties hereby agree that the rent shall be inclusive of four (4) months of air conditioning costs and five (5) months of heating cost for the premises.

7. **MAINTENANCE.** During the term of this Lease, Lessor agrees to maintain the Premises in sound physical condition both as to exterior and in a clean, safe and orderly manner and in full compliance with all applicable federal, State, county and local laws and regulations. Lessor shall assume all costs and obligations for the necessary repair or replacement of the Premises' heating, plumbing, electrical, ventilation, air conditioning, or other mechanical systems, as well as all necessary structural, roofing, or similar repairs, excluding damages caused by (i) fire or other casualty to the extent such damages are covered by the proceeds of insurance, or (ii) the negligent acts or omissions of
Lessee, its employees, licensees, invitees or others upon the Premises by virtue of Lessee's use thereof.

8. **SECURITY.** Lessee has sole responsibility for establishing and maintaining the safety and security of the Premises, its employees, invitees, licensees, patrons, agents, representatives, and anyone else on the Premises during Lessee's occupancy of the same and at Lessee's sole expense. Lessor will be responsible for providing and maintaining fire alarm and police alarm coverage with local fire and police departments.

9. **LIABILITY INSURANCE.** Lessee agrees during the term hereof to carry public liability insurance or general comprehensive liability insurance, and to name Lessor, its board members, and its agents and employees, as additional insureds covering the Premises for injury or death to any person or persons, and property damage, in such amounts as set forth in the District's administrative procedure related to Policy No. 8:20. Each insurer under the policy required hereunder shall agree by endorsement on the policy issued by it, or by independent instrument furnished to Lessor, that it will give Lessor fifteen (15) days prior written notice before the policy or policies in question shall be non-renewed or canceled.

10. **INDEMNIFICATION.** Lessee will indemnify and defend Lessor and its officers, employees, and agents or their successors or assigns, and save them harmless from and against any and all claims, actions, damages, liability and expense in connection with loss of life, personal injury and/or damage to property resulting from the occupancy or use by Lessee of the Premises, or occasioned by any act or omission of Lessee, its employees, or their successors or assigns.

11. **FIRE AND EXTENDED COVERAGE INSURANCE.** Lessor shall provide and maintain fire insurance and extended coverage with a reputable insurance company. Lessee waives all right to any proceeds under Lessor's fire and extended coverage insurance policies excepting proceeds, if any, to which it may be entitled for coverage of its personal property on the Premises. However, Lessor shall have no obligation to insure said personal property. The policies and duly executed certificates for same shall reflect the insured's waiver of its right of subrogation.

12. **DAMAGE OR DESTRUCTION.** If the Premises are damaged by fire or other insured casualty, the damage may be repaired by and at the expense of Lessor to the extent of such insurance proceeds available therefore, provided such repairs can, in Lessor's reasonable opinion, be made within sixty (60) days after the occurrence of such damage without the payment of overtime or other premiums, and until such repairs are completed the payments of rent, as described in paragraph 3, shall be abated in proportion to the part of the Premises which is unusable by Lessee in the conduct of its business (but there shall be no abatement of payment by reason of any portion of the Premises being unusable for a period equal to one day or less). If the damage is due to fault or neglect of Lessee or its employees, agents or invitees, there shall be no abatement of payments. If repairs cannot, in the Lessor's reasonable opinion, be made within sixty (60) days, then either party may, by written notice to the other, cancel this Lease as of the day of the occurrence or such damage. A total destruction of the Premises shall automatically terminate this Lease.
Except as provided in this Article, there shall be no abatement of payments and no liability of Lessor by reason of injury to or interference with Lessee's property arising from the making of any repairs, alterations, or improvements in or to any portion of the Premises or in or to fixtures, appurtenances and equipment therein. Lessee understands and agrees that Lessor shall have no obligation to carry insurance of any kind on Lessee's furniture and furnishings or on any fixtures or equipment removable by Lessee under the provisions of this Lease, and that Lessor shall not be obligated to make any repairs thereto or to replace the same.

Lessor shall not be liable and Lessee waives all claims against Lessor for damage to personal property sustained by Lessee or any other person claiming through Lessee resulting from any action or occurrence on the Premises or any equipment or appurtenance thereto becoming out of repair except in the event such damage results directly or indirectly from any neglect or willful misconduct of Lessor or any occupant or other person on the Premises. All personal property belonging to Lessee or any other occupant on the Premises shall be there exclusively at risk of Lessee or such other persons and Lessor shall not be liable for any damage thereto or the theft or misappropriation thereof.

13. **DEFAULT.** If default be made in the payment of rent or other sums to be paid by Lessee in accordance with this Lease, or in the event of default in any of the covenants herein contained to be kept by Lessee, it shall be lawful for Lessor at any time, at its election, with fourteen (14) days prior written notice of its intention to that effect, and only in the event the default remains uncured at the expiration of said 14-day period, to declare said Lease Term ended.

In the event that Lessor terminates this Lease prior to the end of the Lease Term as a result of Lessee's default, Lessee shall pay to Lessor, as liquidated damages and not as a penalty, an amount equal to the lesser of (i) the remaining lease payments due under the Lease, or (ii) three (3) months rent at the then-applicable monthly rate. All such payments shall be due and payable by Lessee immediately upon such termination and without further notice or demand.

14. **GOVERNMENTAL REGULATIONS.** Lessee shall at all times during the term of this Lease comply with all state and federal laws and District policies. Should Lessee be found to be in violation of any federal, state, or applicable local rules, statutes, regulations, or ordinances and be unable to cure such violations within thirty (30) days or such reasonable extension of time as is mutually agreed upon between Lessee and Lessor, this Lease shall terminate.

15. **ASSIGNMENT AND SUBLETTING.** Lessee shall not sell, assign, hypothecate, sublet or transfer this Lease or Lessee's interest hereunder.

16. **RIGHTS AND REMEDIES.** The various rights and remedies herein granted to Lessor and Lessee shall be cumulative and in addition to any other remedies Lessor and Lessee may be entitled to by law, and the exercise of one or more rights or remedies shall not impair Lessor's or Lessee's right to exercise any other right or remedy.
17. **POLICY – ADMINISTRATIVE PROCEDURE.** Except as otherwise superseded by terms contained herein, Lessee hereby agrees to all applicable terms of Policy 8:20 and Administrative Procedure 8:20-AP1.

18. **SURRENDER OF PREMISES.** At the termination of this Lease, Lessee shall surrender the Premises to Lessor in as good condition and repair as reasonable and proper use thereof would permit, ordinary wear and tear and casualty damage excepted. At the end of the term hereof, Lessee shall remove any equipment, or other personal property placed on the Premises by Lessee.

19. **TERMINATION.** This Lease may be terminated solely by agreement of the parties, or for default as provided herein.

20. **NOTICES.** All notices, demands, or writings in this Lease provided to be given, made, or sent by either party hereto to the other shall be in writing and shall be deemed to have been fully given by either: (i) facsimile transmission or via electronic email; (ii) delivering or causing to be hand-delivered a written copy thereof; or (iii) by sending a written copy thereof by depositing the same in the United States mail, certified or registered mail, postage prepaid, return requested, and addressed to Lessor or Lessee as follows:

**If to the Lessor:**
Dr. Susan Birkenmaier
Lemont Bromberek Combined School District 113A
16100 – 127th Street
Lemont, IL 60439
timricker@sd113a.org

**If to the Lessee:**
Lemont Band Booster Club

**With a copy to:**
Mr. Scott E. Nemanich
Hinshaw & Culbertson LLP
Bays Professional Centre
14 W. Cass Street, 3rd Floor
Joliet, IL 60432
(815) 726-5910
snemanich@hinshawlaw.com

21. **PARTIAL INVALIDITY.** Any provision of this Lease which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and such other provisions shall remain in full force and effect.

22. **ENTIRE AGREEMENT.** This Lease constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and no prior agreement or understanding with regard to any such matter shall be effective for any purpose. No provision of this
23. **IN – KIND DONATIONS.** It is agreed that aside from concert nights, Lessee shall provide all labor, cleaning and disinfecting as to the premises during the term of the Lease.

IN WITNESS WHEREOF, the parties hereto have signed and sealed this Lease on the date first above written.

**LESSOR:**

BOARD OF EDUCATION LEMONT-BROMBEREK COMBINED SCHOOL DISTRICT 113A, DUPAGE AND COOK COUNTIES, ILLINOIS

By: [Signature]
President

Attest: [Signature]
Secretary

**LESSEE:**

LEMON BAND BOOSTER CLUB, AN ILLINOIS NOT-FOR-PROFIT CORPORATION

By: [Signature]
President

Attest: [Signature]
Secretary
Exhibit A

Lemont Bromberek CSD 113A
Office of the Superintendent
Dr. Susan Birkenmaier

Lemont Band Booster Lease Agreement

Facility: Old Quarry Middle School
16100 127th Street
Lemont, Illinois

Facility Contact: Dr. Bill Caron, Principal

Facility Locations Leased:
Band Room
Band Storage Rooms
Small & Large Gym (per agreed schedule)
Front School Vestibule (schedules)
Parts of River Valley & Central for screening purposes
Other locations as agreed upon by both parties
Band Booster Club
Facility Lease Parameters Worksheet

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<tr>
<th>Item</th>
<th>Description</th>
<th>Days/Hrs</th>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
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<td>175</td>
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<td>$2,625.00</td>
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<td>2:30 PM - 6:00 PM M-F</td>
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<td>Concert Nights</td>
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<td>$675.00</td>
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<td>Sub</td>
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<td>Option of Two Concerts</td>
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<td>2</td>
<td>$120.00</td>
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<td>$690.00</td>
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<td>80</td>
<td>$20.00</td>
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<td>$1,600.00</td>
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<td>Heat 5 months</td>
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<td>$3,475.00</td>
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<td>Included:</td>
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<td></td>
<td>Chairs</td>
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<td></td>
<td>Music Stands</td>
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<tr>
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<td>PA System·microphones</td>
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<td>Risers</td>
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<td>Materials</td>
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<td></td>
<td>Sheet music in school music library</td>
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<td>Copy Paper:</td>
<td>Cost per copy</td>
<td>Color</td>
<td></td>
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<td></td>
<td>as used. See Mrs. Larek</td>
<td>B/W</td>
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<tr>
<td>In-kind Donations:</td>
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<td>From Band Boosters</td>
<td>Labor</td>
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<td>Cleaning</td>
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<td>Sub Total·Lease</td>
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<td>Long Term Lease Discount</td>
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<td>In-kind Discount</td>
<td>15%</td>
<td>(35% total Discount)</td>
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<td>$4,637.75</td>
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<td>Two Concerts</td>
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<td>Total Annual Lease Payment</td>
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<td>$4,413.50</td>
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<td>Due December 1, 2012</td>
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<tr>
<td>Lease Duration: 2 years</td>
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AGREEMENT BETWEEN THE BOARD OF EDUCATION
OF LEMONT-BRMBEREK COMBINED SCHOOL DISTRICT 113A
AND THE WARRIOR BOOSTER CLUB

Recitals

Whereas, due to financial hardship, the Board of Education of Lemont-Bromberek Combined School District 113A ("Board of Education" or "School District") would have been unable to offer at Old Quarry Middle School certain extracurricular programs ("Programs") for the 2012-13 school year that had been offered in previous years;

Whereas, the Warrior Booster Club ("WBC"), is a 501(c)(3) non-profit organization registered with the State of Illinois, whose purpose is to financially support the Programs at Old Quarry Middle School;

Whereas, the WBC has agreed to provide funding to help alleviate the School District's financial hardship, so that the School District may provide certain Programs at Old Quarry Middle School for the 2012-13 school year, and each year thereafter as mutually agreed with the Board of Education;

Whereas, on August 21, 2012, the WBC will present a check (hereafter referred to as "Program Funds") to the School District to cover the full cost of all activities for the 2012-2013 school year. (See Appendix A).

Definitions

a. Club activities are those activities, sports, etc., not included in the definition of Programs below and sponsored by the WBC.

b. Facilities shall include the gymnasium, classrooms, locker room and Cafetorium at Old Quarry Middle School.

c. Programs (i.e., extracurricular programs) shall include those activities as identified in the Summary Analysis of Extracurricular Activities, attached hereto as Appendix A. Such Programs shall be deemed "school sponsored" activities.

Agreement

Therefore, it is agreed by the Board of Education and the WBC (collectively, the "Parties"), that:

1. Agreement Term. This Agreement shall expire on the last day of the 2012-13 school year. The Board of Education, however, may terminate this Agreement at any time without the consent of the WBC.

2. Program Funds. The Programs at Old Quarry Middle School for the 2012-13 school year shall be funded solely by the Program Funds, and under no circumstances, shall the Board of Education be obligated to provide additional funding for Programs for the 2012-13 school year. Nothing in this Agreement shall restrict the Board of Education's
discretion in the expenditure of School District funds, including the Program Funds. Additional funds may be provided to the School District by WBC and shall be subject to the terms of this Agreement.

3. **Administration of Programs.** The Programs shall be administered completely by the School District. All Programs shall be subject to and shall follow current School District policies, procedures and labor agreements in force for the 2012-13 school year. The WBC shall have no right or authority to direct the administration of any aspect of the Programs, including but not limited to:
   a. The employment of directors, coaches, sponsors and other individuals involved in the administration of the Programs;
   b. Coaching decisions;
   c. Uniform and equipment selection;
   d. Competition schedules;
   e. Participant selection; and,
   f. Participant discipline.

4. **Cost of Programs.** The Program Funds may be used by the School District to pay all costs associated with the Programs, including but not limited to:
   a. Coach/sponsor compensation;
   b. Activity Director compensation;
   c. Office overhead (copies, facsimiles, postage, clerical support, etc.);
   d. Association, conference, tournament and referee/official fees;
   e. Travel/transportation fees;
   f. Uniforms and equipment;
   g. Facility rental (including costs of utilities, use of School District-owned athletic equipment, property insurance, janitorial/maintenance services);
   h. Special education services as appropriate in a student’s IEP or 504 Plan;
   i. Liability insurance; and,
   j. Any other expenses normally incurred by the School District in relation to the Programs.

5. **Facility Rental.** All activities not identified in Appendix A shall be operated by the WBC as club activities subject to the School District’s facility use policies and procedures. The WBC shall compensate the School District for use of the facilities related to such activities. Facility rental costs shall be:
   a. $15.00 for 1-2 hours per facility, per day
   b. $25.00 for 3-4 hours per facility, per day
   c. $35.00 for 5-6 hours per facility, per day
   d. $50.00 for 7+ hours per facility, per day
All fractional hours shall be rounded up to the next hour. *E.g.*, 4.25 hours = 5 hours. (See 4. Cost of Programs, Item g)

6. **Accounting Procedures.** It is understood that the WBC may make additional future contributions to the School District. To further the relationship between the School District and the WBC: the WBC shall follow standard accounting practices; all funds received by the WBC shall be deposited in a bank account held by the WBC; employees of the School District shall not be authorized to sign checks drawn on the WBC’s bank
account; a copy of the WBC’s budget shall be provided to the School District by August 21, 2012; and the WBC shall conduct an independent audit of its finances and shall provide a copy of the auditor’s report to the School District by April 1, 2013.

7. **Insurance.** The WBC shall maintain a general liability insurance policy with coverage of at least $1,000,000 per occurrence and the School District shall be named as a primary additional insured. Such insurance shall include coverage for: club sports operated by the WBC; and, all events, meetings, fundraisers, etc. held by the WBC on School District property. The WBC shall provide a certificate of insurance to the School District no later than September 15, 2012. Additionally, the WBC shall reimburse the School District for any out-of-pocket costs related to insurance claims filed by the School District with its insurers, including but not limited to deductible and retention costs.

8. **Indemnification.** The WBC shall waive and release all claims against and indemnify and hold harmless the School District, its board members, officers, employees and agents from all exposure and all expenses from claims arising out of any club activity or fundraising event sponsored by the WBC.

9. **Use of Names and Logos.** The WBC shall be permitted to use the names and logos of the School District and its schools provided it complies with School District Policy 8:90 and receives express written consent of the Superintendent. The Superintendent may revoke consent at any time, for any cause or for no cause at all.

10. **Authorized club activities.** The WBC shall not sponsor any club activity that the School District concurrently sponsors or otherwise provides.

11. **Student Fundraising.** The WBC shall not make student participation in any Program or club activity contingent on a minimum fundraising dollar amount.

12. **Scholarships.** Students qualified for Free and Reduced Lunch program or fee waivers may be provided scholarships for costs/fees associated with Program or club activity participation.

13. **Meetings.** WBC officers and School District administers shall meet quarterly to discuss any aspect of the Programs or this Agreement.

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David Molitor  
On behalf of the Board of Education  
President  
Title  
8/21/2012  
Date

Amy K. Pearsall  
On behalf of the Warrior Booster Club  
President  
Title  
9/27/12  
Date

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### Warrior Booster Club Extracurricular Budget for 2012-2013 School Year

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<th>2011-2012 Actuals</th>
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### Administrative Costs

- **Admin, Oversight**: $5,000.00
- **Advertising and Notices**: $500.00
- **Cleaning/Opt/Gard Supplies/Setup**: $2,800.00
- **Conference Fees - Administrative**:
  - $1,275.00
- **Membership (per sport)**:
  - $600.00
- **Insurance**:
  - $2,930.00
- **Purchasing/Business Office**:
  - $3,200.00
- **State Comps (Exp/Inexp/Local)**:
  - $446.00
- **Supervision/Security @520/hr 90**: $1,200.00
- **Timekeeper/Scores/Etc. BB/VB/W, ETC 2@530 each**: $1,795.00
- **All TRS payments**:
  - TRS: $1,250.00
- **Training and Compliance**:
  - $290.00
- **Transportation Administration 1/10**: $5,250.00
- **Utilities**:
  - $1,890.00
- **Integers**:
  - $3,500.00
- **Misc**:
  - $265.00
- **Uniforms/Repairs**: $1,000.00

**Total Administrative Costs**: $30,596.10

**Total 2011-2012 Extracurricular Budget**: $124,022.92

**Summary**

- **2012-2013 Proposed Activity Costs**: $124,175.00
- **Less Prior Year Excess Funds**: $1,821.57
- **Less Prior Year Revenue Funds**: $6,990.31
- **Total Funds owed from WBC for 2012-2013 Activities**: $115,362.12
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Nicki Bazer, General Counsel

Agenda Topic: Synopsis of Tracked Legislation

Staff Contact(s): Nicole Wills, Governmental Relations
                 Amanda Elliott, Governmental Relations

Purpose of Agenda Item
The purpose of the agenda item is to provide a legislative update of matters before the General Assembly.

Overview of Pending Legislation
Over the past several months, the Agency’s Governmental Relations staff has been working with Agency divisions to develop legislative proposals for the spring 2013 legislative session. A summary of this legislation is below.

Licensure Renewal: HB 496 (Chapa LaVia / Steans) amends the School Code to make changes regarding licensure renewal. This legislation will complete the changes made in PA 97-607 (Steans / Chapa LaVia). The changes made by HB 496 will lead to higher quality, more meaningful professional development, as the providers will be required to align with national professional development standards. HB 496 also requires educators to complete 100 hours of professional development every 5 years, and requires that a minimum of 10 hours be completed every year. Those with National Board Teacher certification will only be required to complete 50 hours of professional development every 5 years. HB 496 has passed the House.

District Interventions: SB 2340 (Steans) amends Section 3.25(f) of the School Code to clarify ISBE’s authority to intervene in failing school districts. ISBE has utilized its statutory authority to intervene using FOPs, both those formed under Article 1B and 1H of the School Code, in a number of districts, including four active FOPs in Cairo Unit School District 1, Proviso Township High School District, East St. Louis District 189 and North Chicago CUSD 187. While FOPs (and other limited interventions) can be successful in certain districts that need targeted assistance, the staff of the State Board of Education believes that for districts in more comprehensive failure often these limited interventions do not go far enough to solve the problems in the district or only solve the problems for a limited time. SB 2340 has passed the Senate Education Committee.

North Chicago Charter: SB 2377 would set aside 1/3 of charter enrollment at LEARN Charter in North Chicago for students with parents assigned to the federal military base. SB 2377 has been re-referred to the Senate Committee on Assignments.

Data Streamlining: SB 578 (Bertino-Tarrant / Pilhos) eliminates various data collection requirements and reporting requirements in an effort to reduce mandates on school district and the ISBE. The changes made in SB 578 are being requested to both increase the accuracy and
efficiency of data reporting by school districts and also to respond to evolving purposes for the data collected. SB 578 has passed the Senate.

Obsolete/Duplicative Bill: This initiative would be a continuation of ISBE’s efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

FY 14 Budget: Governmental Relations staff will work with the Budget staff to advocate for the Board’s FY 14 budget recommendation as well as any other related legislation.

Summary of Pending Legislation
The following bills are highlighted as legislation of particular interest:

Educator Licensure
- HB 490 (M Davis / Hutchinson) amends the School Code to allow teaching candidates to take the test of basic skills up until their student teaching placement (currently must be passed prior to being admitted into a teacher preparation program). ISBE is currently working with the sponsor on an amendment. HB 490 has passed the House.
- HB 1868 (Unes / Sullivan) amends the School Code to provide for a part-time provisional career and technical educator endorsement on an Educator License with Stipulations. The legislation is intended to increase the availability career and technical education teachers and programs. ISBE is currently working with the sponsor on an amendment. HB 490 has passed the House.
- HB 1002 (Chapa / Delgado) amends the School Code to include a school service personnel representative on the State Educator Preparation and Licensure Board. HB 490 has passed the House.

Charter Schools
- HB 2660 (W Davis) amends the Charter School Law to shift the cost of State-authorized charter schools from the local school district where the charter school is located to the State. ISBE is opposed to HB 2660, as the funding for the charter schools would likely come at the expense of General State Aid. HB 2660 has been re-referred to the House Rules Committee.
- HB 980 (Burke / Steans) amends the Charter School Law to increase the minimum funding charter schools may receive from 75% of the per capita tuition to 97% of the per capita tuition. We understand Representative Burke does not plan to move this legislation in favor of a Task Force on Charter School funding.
- HB 494 (Chapa LaVia / Bertino-Tarrant) amends the School Code to place a one year moratorium on virtual schooling. The legislation also requires the Charter School Commission to produce a report in the next year regarding the effect of virtual-schooling along with policy recommendations. HB 494 has been referred to the Senate Education Committee.
- SJR 33 (Steans) creates a Task Force on Charter School Funding to examine charter school funding issues.

Compulsory School Age
- SB 1307 (Lightford) amends the School Code to lower the compulsory school age from 7 to 5 years of age.
- HB 2762 (Scherer) previously amended the School Code to lower the compulsory school age from 7 to 6, and currently amends the School Code to require students to attend
school at the beginning of the school term if they turn 7 during that school year. HB 2762 recently passed the House.

Reports
The following legislation has been introduced to require various reports and to create advisory committees, commissions, and task forces to examine issues and make reports related to education over the next several months:

- SJR 32 (Manar / W Davis) creates the Education Funding Advisory Committee. The committee’s driving charge is to propose a state education funding system that, in principle and practice, provides adequate, equitable, transparent and accountable public support to prepare students for success in school and beyond. The committee is to be comprised of 12 legislators who will work together over the next several months to examine this important issue. The committee is required to take testimony from stakeholders and will be staffed by the Illinois State Board of Education. The Committee’s report is due on February 1, 2014.

- SJR 33 (Steans) creates a Task Force on Charter School Funding to examine charter school funding issues. The Task Force is to be comprised of legislators and education stakeholders. The Charter School Commission is required to provide administrative support for the Task Force. The Task Force’s report is due on January 14, 2014.

- SR 243 (Delgado) establishes the Financial Literacy Task Force which is required to conduct a formal review of the current personal finance standards taught in grades 9-12 and recommend revisions. The Task Force is to be comprised of 5 members of the Illinois Senate and staffed by the Illinois State Board of Education.

- SB 1572 (Delgado) requires the State Board of Education to prepare three reports regarding Chicago Public Schools: 1) the impact of charter school enrollment on the operation of the district; 2) the impact of school actions, such as school closures and school turnarounds, on the practices and trends in the operation of CPS; and 3) the impact of standardized testing on the operations and practices of CPS. CPS is required to pay for all costs associated with the creation of these reports.

- SB 1931 (Bivins / Demmer) creates the School Security and Standards Task Force within the State Board of Education to study the security of schools in this State, make recommendations, and draft minimum standards for use by schools to make them more secure and to provide a safer learning environment for the children of this State. The Task Force is to be comprised of legislators and education and security stakeholders.

- HJR 1 (Chapa LaVia / Collins) creates the Truancy in Chicago Public Schools Task Force which will be comprised of legislators, law enforcement officials, relevant state agency representatives, and education stakeholders. The Task Force is required to examine issues and make recommendations related to current ISBE and CPS policies regarding truancy and excessive absences and identify different strategies and approaches to help educators and CPS administration address the truancy and excessive absences epidemic in Chicago. The State Board of Education is required to staff the Task Force and provide travel reimbursement for members. The Task Force’s report is due no later than December 31, 2013.

- HJR 27 (Chapa LaVia) creates the Teacher Recruiting and Retention Task Force which will be comprised of legislators and representatives from school management and union organizations. The Task Force is required to study the impact of Tier 2 pension benefits on the ability of school districts to recruit and retain teachers in public school classrooms. The State Board of Education is required to staff the Task Force and provide travel reimbursement for members. The Task Force’s report is due no later than January 1, 2014.

- HB 494 (Chapa LaVia / Bertino-Tarrant) requires the Charter School Commission to submit a report on or before March 1, 2014 regarding the effect of virtual-schooling, including
without limitation the effect on student performance, the costs associated with virtual-
schooling, and issues with oversight. The report must include policy recommendations for
virtual schooling.

- HB 946 (Yingling / Manar) creates the Young Adults Heroin Use Task Force to address the
growing problem of heroin use in high schools across Illinois. The Task Force is to be
comprised of 7 members of the House of Representatives. The State Board of Education is
required to staff the Task Force and provide travel reimbursement for members. The Task
Force is required to conduct a study, due no later than June 30, 2014, on the heroin use
problem in high schools and suggest programs for high schools to use to address the
problem, which programs may involve local law enforcement agencies.

- HB 2428 (Conroy / T Cullerton) creates the Task Force on Civics Education which will be
comprised of legislators and education stakeholders. The Task Force is required to analyze
the current state of civics education in Illinois and to make recommendations to the General
Assembly focused on substantially increasing civic literacy and the capacity of youth to
obtain the requisite knowledge, skills, and practices to be civically informed members of the
public. The State Board of Education is required to staff the Task Force and provide travel
reimbursement for members. The Task Force’s report is due no later than May 31, 2014.

Classrooms First Commission
SB 1877 (Manar) and HB 2267 (Gordon-Booth) include three recommendations of the
Classrooms First Commission. The three recommendations include:
- Recommendation 3: Allow non-contiguous but compact school districts to reorganize if
  contiguous school districts reject reorganization.
- Recommendation 4: Permit districts under 750 student enrollment to dissolve with or
  without a referendum.
- Recommendation 8: Allow for a delayed reorganization effective date.

The final report can be found at: Classrooms First Commission Final Report. HB 2267 is
currently on 2nd Reading in the Senate.

Pensions: Various pension reform proposals have been introduced in both the House and
Senate. Agency staff will continue to monitor pension reform.

Next Steps
Governmental Relations will continue to update the Board with respect to the Spring legislative
session.