

**ILLINOIS STATE BOARD OF EDUCATION
via Video Conference**

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

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

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

**February 14, 2018
9:00 a.m.**

I. Roll Call/Pledge of Allegiance

- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Swearing-in of Board Member Mitchell Holzrichter

III. Public Participation

IV. Presentations and Updates

- A. Partnership for Educator Preparation Update

V. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes

- 1. Plenary Minutes: January 17, 2018 **pp. 3-7**

- B. *Rules for Initial Review

- 1. Part 1 (Public Schools Evaluation, Recognition and Supervision) **pp. 8-31**
 - 2. Part 226 (Special Education) **pp. 8-31**

- C. *Rules for Adoption

- 1. Part 27 (Standards for Endorsements in Specific Teaching Fields) **pp. 32-45**

- D. *Contracts & Grants Over \$1 Million

- 1. 21st Century Community Learning Center Grant Amendment **pp. 46-47**
 - 2. Request for Sealed Proposals for the Evaluation of the IL-EMPOWER Statewide System of Support **pp. 48-50**
 - 3. Facilitating Coordination of Agricultural Education Grant **pp. 51-53**
 - 4. Request for Sealed Proposals for the Administration of the Grades 3-8 Accountability Assessments **pp. 54-57**

- E. *2018 Spring Waiver Report **pp. 58-81**

End of Consent Agenda

VI. 2017 Illinois Science Assessment Results *pp. 82-85*

VII. Discussion Items

- A. District Oversight Update
- B. Legislative Update **pp. 86-93**
- C. Budget Update
- D. Every Student Succeeds Act Update
- E. Site-Based Expenditure Reporting—Guidance Release **pp. 94-106**
- F. Tier Funding Distribution Timeline for Evidence-Based Funding **pp. 107-110**

G. Other Items for Discussion

VIII. Announcements & Reports

A. Superintendent's/Senior Staff Announcements

B. Chairman's Report

C. Member Reports

IX. Information Items

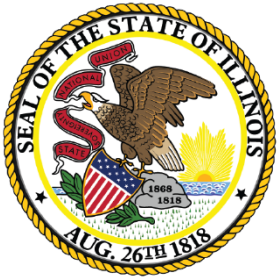
A. Fiscal & Administrative Reports (*available online at <http://isbe.net>*)

X. Closed Session (as needed)

XI. Adjourn

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 Meeks 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

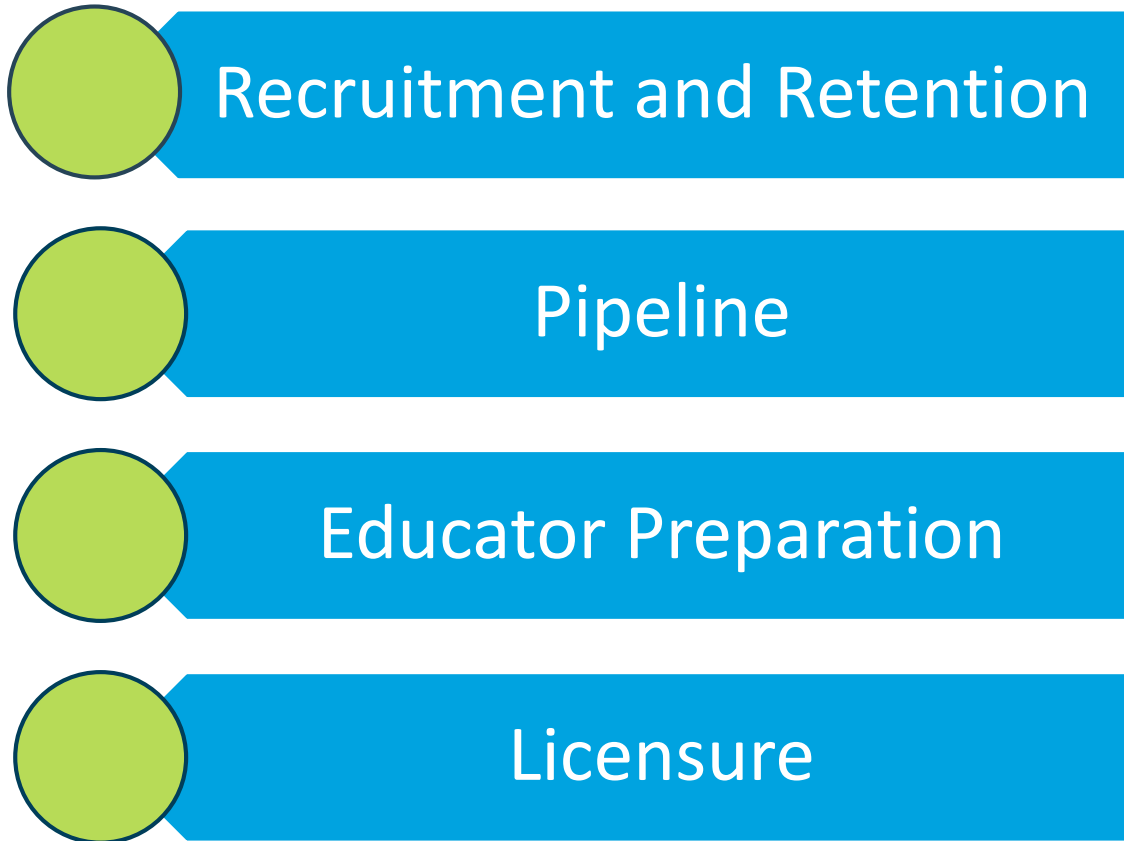
Partnership for Educator Preparation

A Snapshot of the PEP and Progress to Date

February 14, 2018

Whole Child • Whole School • Whole Community

2017-2018 Year of Study



ISBE's Vision for Educator Preparation

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.

All students are supported by highly prepared and effective teachers and school leaders.



PEP's Goal: Continuous Improvement

The Partnership for Educator Preparation (PEP) is a significant program spearheaded by ISBE and the PEP Steering Committee to:

Strengthen data collection, sharing and reporting for continuously improving educator preparation programs and better serving our students.



The PEP Steering Committee

The PEP Steering Committee—comprised of diverse, knowledgeable and thoughtful stakeholders—was carefully selected to enable the voices of teachers, districts, and preparation programs to drive the revision process.



PEP Steering Committee Members

Jeremy Babel – Leyden High School District 212

Stephanie Bernoteit – Illinois Board of Higher Education

Tim Duggan – Northeastern Illinois University

Kiah Duncan – Harvey School District 152

Herschel A. Hannah, Jr. – Bloomington Public School District 87

Devon Horton – East St. Louis School District 189

Rebecca Kreidler – Teacher in Training, Loyola University Chicago

Nancy Latham – Illinois State University

Matt Lyons – Chicago Public Schools

Melanie Meidel – School District U-46

Rob Muller – National Louis University

Barbara O'Donnell – Southern Illinois University Edwardsville

Ngozi Onuora – Millikin University

Tom Phillion – Roosevelt University

Matt Rodriguez – Illinois PTA

Chris Roegge – University of Illinois

Diane Rutledge – Large Unit District Association

Mindy Sjoblom – Relay Graduate School of Education

Jennifer Smith – Monticello School District 25

Sara Stoelinga – University of Chicago

Brad White – Illinois Education Research Council



Role of the PEP Steering Committee



Advise ISBE on what and how data should be best shared for increased transparency



Develop a stronger program improvement system



Inform the selection and development of a new program improvement process for educator preparation programs

Data Elements

Candidate Selection & Completion

Academic Strength
Teaching Promise
Candidate/Completer Diversity

Knowledge and Skills for Teaching

Mastery of Teaching Subjects
Subject-Specific Pedagogical Knowledge
General Teaching Skill
New Completer Rating of Program
Novice Teacher Rating of Program
Principal/Supervisor Rating of Program

Performance as Classroom Teachers

Impact on K-12 Students
Demonstrated Teaching Skill
K-12 Student Perceptions of Teachers

Contribution to State Needs

Entry into Teaching
Persistence in Teaching
Placement in High-Need Schools
Persistence in High-Need Schools
Completers in High-Need Subjects
Minority Completers



Major Milestones

- August 2016:** PEP Steering Committee recommends improved data collection system to ISBE for program improvement
- Fall 2016 – Spring 2017:** **Mini-Pilot:** 36 EPPs—76% of teaching candidates in the state—submit applications for initial pilot to test the recommended indicators
- Fall 2017 – Spring 2018:** **Statewide Pilot – Year One:** All 59 Illinois institutions with EPPs participate in Year One of two-year statewide pilot
- Fall 2018 – Spring 2019:** **Statewide Pilot – Year Two:** All 59 Illinois institutions with EPPs participate in Year Two of statewide pilot
- Fall 2019 – Spring 2020:** **Implementation:** ISBE replaces current annual reporting with the new system, shares results with EPPs. Potential public release in 2020.



2016 Mini-Pilot: By the Numbers

42 Institutions applied

36 Institutions participated by submitting Mini-Pilot data

8,272 Records

116 Programs (most common listed below)

- Elementary Education: **29** programs
- Special Education: **16** programs
- Secondary Mathematics: **11** programs

5,314 Completers reported

Illinois Spotlighted Among Other Leading States

In 2017, Illinois was one of six states featured in the report: ***Getting to Better Prep: A State Guide for Teacher Preparation Data Systems*** published by The New Teacher Project (TNTP).

This report offered leaders and policymakers a resource on best practices to help states move forward on planning and implementing new data systems on teacher preparation.

“...[Illinois is] on track for meeting their key milestones as a result of the thoughtful design of their plan and publicly committing to key dates so their team and all the stakeholders involved would be jointly accountable to the milestones.” – TNTP

View here: https://tntp.org/assets/Getting_to_Better_Prep_09212017.pdf



Key Partners for Ensuring Success



TheJoyceFoundation



Illinois
State Board of
Education

Whole Child • Whole School • Whole Community

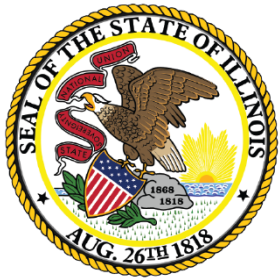
Moving Forward

The PEP is moving forward with a focus on:

- Continuous improvement
- Refined data systems and additional tools
- Supports and systems for collaboration

Upcoming Major Milestones Include:

- Concluding and reporting out on Statewide Pilot Year 1 this spring
- Preparing for kick off of Statewide Pilot Year 2 this fall
- Follow our progress: <https://www.isbe.net/Pages/Partnership-for-Educator-Preparation.aspx>



Illinois State Board of Education

Questions

Whole Child • Whole School • Whole Community

**Illinois State Board of Education Meeting
via video conference
January 17, 2018**

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

Vice Chairman Eligio Pimentel called the meeting to order at 10:32 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present in Chicago

Eligio Pimentel, Vice Chairman

Cesilie Price, Secretary

Lula Ford

Ruth Cross

Members Present in Springfield

Kevin Settle

Susie Morrison

**PUBLIC
PARTICIPATION**

Eligio Pimentel recognized Mark Jontry, regional superintendent of DeWitt, Livingston, Logan, and McLean counties, and Gregg Murphy, regional superintendent of Iroquois and Kankakee counties.

Dan Cox, superintendent of Staunton Community Unit School District 6, expressed gratitude for ISBE's statement on the amendatory veto of SB 444, as well as his disappointment in the amendatory veto. He also stated his appreciation for ISBE's proposed budget recommendation.

Brad Skertich, superintendent of Southwestern Community Unit School District 9, expressed concern about districts' ability to meet students' needs, given delays in full funding distribution. He asked for guidance and leadership from the Board to ensure that money arrives to school districts as intended.

Dr. Nick Polyak, superintendent of Leyden High School District 212, expressed support for Greg Ignoffo, the recipient of the Thomas Lay Burroughs Award.

Chuck Lane, superintendent of Centralia High School, expressed support for Evidence-Based Funding, but concern about delays in full funding distribution.

Eric Calvert, representing the Illinois Association for Gifted Children (IAGC), expressed the organization's support for the proposed P-2 and 3-8 school quality indicators, in particular the indicator for participation in academic enrichment and acceleration. He stated that the organization believes the indicator would support equity and access for minority and low-income students. IAGC also supports the P-2 indicator recommendation for provision of required services for English Learners.

**RESOLUTION AND
RECOGNITION**

Thomas Lay Burroughs Award Presentation

Susie Morrison moved that the Board approve the resolution to honor Gregory T. Ignoffo for his leadership and dedication to the field of education with the Thomas Lay Burroughs Outstanding School Board President Award for 2017. Ruth Cross seconded the motion and it passed with a unanimous voice vote.

**PRESENTATIONS
AND UPDATES**

Student Advisory Council Update

The Student Advisory Council meeting was canceled due to the extreme temperatures and weather. There will be an update from the students at a later time.

ESSA School Quality and Student Success Indicator Updates

P-2 and 3-8 Indicator Update

Elliot Regenstein, senior vice president of Advocacy and Policy for the Ounce of Prevention Fund, and Karen Sullivan, district superintendent of Indian Prairie School District 204, presented on the P-2 and Elementary Middle Level Committee indicator recommendations for the Illinois ESSA State Plan.

There was a discussion about the Chicago Teachers Union's opposition to the use of chronic absenteeism as an indicator.

Susie Morrison asked about the timeline for the indicators. Jason Helfer, deputy superintendent of Teaching and Learning, responded that they will be posted for public comment for a month, after which they would return to the Board for approval. ISBE will work to implement a system after a recommendation has been made.

Ruth Cross expressed concern that the indicators do not sufficiently account for inequitable opportunity to access acceleration and enrichment courses within the district. Elliot replied that participation to acceleration and enrichment was listed as an indicator at zero percent in order to call attention to inequity.

College and Career Readiness Indicator Update

John Furr, executive director of the Education Systems Center at Northern Illinois University, presented on the College and Career Readiness Committee indicator recommendations. There is already a College and Career Readiness indicator outlined within the Illinois State ESSA plan; the committee focused on definitions within the indicator and how to operationalize its implementation.

Susie Morrison confirmed that that the Illinois Community College Board and the Illinois Board of Higher Education will adopt and endorse the recommendation.

Cesilie Price asked about the 60-hour requirement for career experience and expressed concern that it was not enough time for a meaningful project.

FY19 BUDGET DISCUSSION

Robert Wolfe, chief financial officer at ISBE, presented the proposed ISBE FY 2019 budget recommendation to the Board. He stated that the budget has been prepared to reflect the funding necessary for 90 percent adequacy in school districts.

He also highlighted that the budget recommendation did not have an appropriation for the Illinois arts and foreign language program. That appropriation was given directly to the Illinois Arts Council in FY 2018 and it was not necessary to include it in the recommendation. He stated that ISBE continue its partnership to support them.

There was a discussion about the "School Support Services" line item and possible distribution criteria for those funds.

Kevin Settle moved that the Illinois State Board of Education hereby recommend a FY 2019 General Funds Appropriation of \$15,663,918,300 to support educational excellence in the State of Illinois. He further moved that the Illinois State Board of Education hereby authorize the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A as appropriate, pending actions during the legislative session or recommendation. Lula Ford seconded the motion and it passed with a unanimous roll call vote.

CONSENT AGENDA

Susie Morrison moved that the State Board of Education approve the consent agenda as stated. Ruth Cross seconded the motion and it passed unanimously with a roll call vote.

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

Approval of Minutes

The State Board of Education approves the minutes for the December 13 Board meeting.

Rules for Initial Review

Part 203 (Low-Income Students Funds Plan)

School districts that were eligible for Supplemental General State Aid (SGSA) filed plans in accordance with this Part. SGSA low-income funding is no longer a separate and annual calculation, so there is no way for a district to report on how it plans to expend the funds. SGSA is part of the Base Funding Minimum or Hold Harmless paid to each district. As such, this Part is obsolete and is now being repealed.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Low-Income Students Funds Plan (Part 203) including publication of the proposed amendments in the *Illinois Register*.

Rules for Adoption

Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

The proposed amendments update account labels and Source Notes to reflect the recent enactment of the Evidence-Based Funding for Student Success Act and the acceptance of ISBE's ESSA State Plan by the U.S. Department of Education. These changes will allow Local Education Agencies to properly account for revenue as a result of changes to state and federal law.

The State Board of Education hereby adopts the proposed rulemaking for Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing). 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 375 (Student Records)

The proposed amendments update the definition of academic transcript to reflect recent statutory changes that include removing the requirement of the state assessment to be part of the transcript and adding the Global Scholar designation, as applicable. Instead, this rulemaking will allow scores on college entrance exams to be added by the written request of the student, his or her parent, or the person who enrolled the student. If a school district will allow college entrance exams on the transcript, it must have a written policy and provide notice of that policy. Finally, class rank is being removed from the academic transcript and gender is being removed from the required directory information.

The State Board of Education hereby adopts the proposed rulemaking for Part 375 (Student Records). 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 425 (Voluntary Registration and Recognition of Nonpublic Schools)

The proposed rulemaking creates a list of expenses that must be included in the calculation of necessary costs and fees of recognized nonpublic schools that will accept students receiving scholarships through the Invest in Kids Act. Additionally, this rulemaking creates a list of expenses that are not considered necessary costs and fees. This Section will be automatically repealed on January 1, 2024, the date the Invest in Kids Act is repealed.

The State Board of Education hereby adopts the proposed rulemaking for Part 425 (Voluntary Registration and Recognition of Nonpublic Schools). 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.

Contracts and Grants Over \$1 Million

Contract Amendment for EMC Equipment, Maintenance, Support and Services

The Technology Support and Infrastructure Division requests the Board to authorize the State Superintendent to amend the current contract with CDW to provide ISBE with a new hyperconverged approach to data center infrastructure and position ISBE to integrate more cloud-based technologies.

The State Board of Education hereby authorizes the State Superintendent to enter into a contract amendment with CDW to increase spending by \$1,723,768.80 in FY 2018 and to add a \$100,000.00 increase for FY 2019 and FY 2020 combined. The total contract amount will not exceed \$3,351,372.47.

Amendment to the FY 2018 Agreement with UChicago Impact

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to amend the contract with UChicago Impact to continue providing the 5Essentials Survey of Learning Conditions to all districts in the state.

The State Board of Education hereby authorizes the State Superintendent to amend the agreement with UChicago Impact at an additional cost of \$75,000 for the purpose of enhancing the administration of the statewide 5Essentials Survey of Learning Conditions for FY 2018.

Fiscal Year 2017 Financial Audit Report

The Fiscal Year 2017 Financial Audit Report has been released by the Auditor General. There was one material finding in the report.

END OF THE CONSENT AGENDA

RELEASE OF 2016 SCIENCE ASSESSMENT RESULTS

Rae Clementz presented on 2016 Illinois Science Assessment results. She described the timeline of implementation, which included the development of administration, scoring, data validation, and reporting systems. The results were released to the public after the board meeting.

Susie asked Rae about the procurement process for the next administration of the ISA. Rae responded that a procurement process has already been approved and that staff are currently developing the Request for Proposals.

Susie also asked about the practice of allowing individual districts to decide whether to disseminate individual student scores. Rae answered that it is consistent with other assessment practices. She added that any parent can request their student's scores from the district or from ISBE.

DISCUSSION ITEMS

Legislative Update

Amanda Elliott and Sarah Hartwick, co-directors of Governmental Affairs at ISBE, presented on legislative updates. They provided information about the impact of the amendatory veto on SB 444. Amanda and Sarah stated that they were continuing to work on a spring trailer bill to PA 100-0465, as well as ISBE's legislative agenda.

Susie Morrison asked about the implementation of PA 99-0358. Jason Helfer responded that agency staff members have met with the Gifted Advisory Council about developing rules and have been receiving questions from districts. Susie recommended continuing to communicate with the field.

Every Student Succeeds Act Update

Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, presented on continued work to define the accountability metrics for the Illinois ESSA State

Plan. He updated the Board on the meeting schedule for the Technical Advisory Committee, as well as that of the Fine Arts Indicator working group.

He also provided an update on the IL-EMPOWER pilot. Pilot districts have completed their IBAM rubrics and will meet with providers soon.

Susie Morrison asked the proportion of focus and priority districts in the 30 pilot districts. Jason responded that it was approximately a third of pilot districts.

Susie asked when the focus and priority schools will be identified, and which indicators will be included in the calculation. Jason responded that the recommendations will be available in June and the list will be determined after Board approval. He stated that required academic indicators will be included, and potentially the results of 5Essentials surveys.

**ANNOUNCEMENTS
AND REPORTS**

Superintendent/Senior Staff Announcements

Superintendent Smith recognized Kim Lewis for 40 years of service at the agency. He also introduced Scott Harry, the new budget director at ISBE.

Superintendent Smith expressed condolences to Chairman Meeks for the loss of his father, as well as thoughts and appreciation for Board member Craig Lindvahl, who is undergoing chemotherapy.

**INFORMATION
ITEMS**

ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net>*)

**MOTION FOR
ADJOURNMENT**

Lula Ford moved that the meeting be adjourned. Ruth Cross seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 12:34 p.m.

Respectfully Submitted,

Cesile Price
Board Secretary

James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Part 1 (Public Schools Evaluation, Recognition and Supervision)
Part 226 (Special Education)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Heather Calomese, Executive Director, Special Education
Cara Wiley, Director, Regulatory Support and Wellness
Jessica Gerdes, RN, Principal Consultant
Rebecca Doran, RN, Principal Consultant
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Regulatory Support and Wellness and Special Education Divisions request the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the Board's goal that:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Every school offers a safe and healthy learning environment for all students.

Background Information

Public Act 100-0513, effective January 1, 2018, revised the Illinois Nurse Practice Act. Prior to the revision, a Registered Nurse (RN) could not delegate administration of medication to an individual who did not hold either an RN or Licensed Practical Nurse (LPN) license in any practice setting, including schools. The new Public Act permits, but does not mandate, an RN to delegate nursing interventions, including medication administration, to a person who does not hold a nursing license, with certain limitations. Delegation of medication administration to a non-nurse is permitted only in community settings, including schools, with limitations to the routes of administration. This rulemaking applies to all public, recognized nonpublic and charter schools.

The proposed amendments will allow an RN to delegate to a non-nurse if all of the following are met:

- The RN has delegated the task to a staff member, within the professional judgment of the RN and under the provisions of the Illinois Nurse Practice Act;

- The school principal or chief administrative officer of the school with supervisory authority over the staff member has agreed to the delegation;
- The staff member has voluntarily accepted the delegation;
- The staff member has been trained on the proper administration of the medication and has demonstrated competency to administer medication; and
- The staff member is monitored on a regular and ongoing basis for safety and competency.

Additionally, the proposed amendments allow the RN to decline to delegate administering medication to a specific staff member and rescind the delegated duties. The staff member to whom the task was delegated cannot re-delegate the task. The RN, LPN, or school administrator may give the medication if that staff member can no longer perform the delegated task.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Superintendent’s Recommendation

I recommend that the following motion be adopted

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

Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1),
Special Education (23 Ill. Adm. Code 226),

including publication of the proposed amendments in the *Illinois Register*.

Next Steps

Upon Board authorization, agency 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.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.79 School Report Card
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline

- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section	
1.700	Requirements for Staff Providing Professional Development
1.705	Requirements for Supervisory and Administrative Staff
1.710	Requirements for Elementary Teachers
1.720	Requirements for Teachers of Middle Grades
1.730	Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
1.735	Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736	Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737	Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740	Standards for Reading through June 30, 2004
1.745	Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750	Standards for Media Services through June 30, 2004
1.755	Requirements for Library Information Specialists Beginning July 1, 2004
1.760	Standards for School Support Personnel Services
1.762	Supervision of Speech-Language Pathology Assistants
1.770	Standards for Special Education Personnel
1.780	Standards for Teachers in Bilingual Education Programs
1.781	Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
1.782	Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
1.783	Requirements for Administrators of Bilingual Education Programs
1.790	Substitute Teacher
1.APPENDIX A	Professional Staff Educator Licensure
1.APPENDIX B	Certification Quick Reference Chart (Repealed)
1.APPENDIX C	Glossary of Terms (Repealed)
1.APPENDIX D	State Goals for Learning
1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-21.14b, 10-22.21b, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-21.14b, 10-22.21b, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. _____, effective _____.

SUBPART E: SUPPORT SERVICES

Section 1.530 Health Services

- a) Each school shall maintain records for each student that reflect compliance with the examinations and immunizations prescribed by Section 27-8.1 of the School Code [\[105 ILCS 5\]](#) and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child [and Student Health Examination and Immunization Code](#)). The information relative to examinations and immunizations shall be placed in the student permanent record in accordance with 23 Ill. Adm. Code 375 (Student Records).¹ School districts shall, by November 15 of each school year, report to the State Superintendent of Education the number of students who have received the necessary health examinations and immunizations, the number of students who are not exempt and have not received the necessary health examinations and immunizations, and the number of students exempt from the health examination and immunization requirements for religious or medical reasons, in the manner prescribed by the State Superintendent.
 - ~~2) Any school district that, for two years in a row and in any combination, either fails to deliver its report to the State Superintendent of Education by November 15 or delivers a report that does not comply with the percentage requirements of Section 27-8.1 of the School Code shall be issued a Notice of Non-Compliance. Unless, within seven school days after the mailing of the notice, the district presents written evidence to the State Superintendent that it has delivered the report required by Section 27-8.1 and the report complies with the percentage requirements of that Section, the State Superintendent shall reduce by 10 percent each subsequent payment to the district of General State Aid funds under Section 18-8.05 of the School Code, provided that all amounts withheld shall be restored to the district after compliance is documented. The reduction in the district's General State Aid payments shall commence on January 1 and shall occur semi-monthly thereafter, provided that all amounts withheld shall be restored to the district after compliance is documented.~~
- b) Students participating in interscholastic athletics shall have an annual physical examination.
 - 1) A district shall include as *part of any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parents or guardian to sign before participating in practice or interscholastic competition* information relative to the school board's adopted concussion and head injury policy. (See 105 ILCS 5/10-20.54 and 34-18.46.)
 - 2) A district shall ensure that each student athlete and his or her parent or guardian receive and read information relative to concussions that meets the requirements of Section 22-80 of the

School Code ~~[105 ILCS 5/22-80]~~. A student shall *not participate in an interscholastic athletic activity for a school year until he or she and his or her parent or guardian, or another person with legal authority to make medical decisions for the student, acknowledge by written signature the receipt and review of this information.* (Section 22-80(e) of the School Code)

c) Each district shall adopt an emergency procedure to be followed in cases of injury to or sudden illness of students and/or staff, which shall include policy and procedures relative to student athletes that meet the requirements of Section 22-80 of the School Code.

d) Each district shall develop a policy for the administration of medication in schools and furnish a copy of the policy to the parents or guardians of each pupil within 15 days after the beginning of each school year, or within 15 days after starting classes for a pupil who transfers into the district. The district shall require that each school inform its pupils of the contents of its policy. (Section 10-20.14b of the School Code)

1) The policy shall comply with the requirements to administer medications set forth in Section 10-22.21b of the School Code.

2) Medications may be administered to a student by school staff who are not a Registered Nurse (RN), Licensed Practical Nurse (LPN) or school administrator if related to a medical emergency being experienced by a student at the time the medication is administered.

3) Medications may be administered to a student by school staff who are not an RN, LPN or school administrator- under the Care of Students with Diabetes Act [105 ILCS 145].

4) Medications may be administered to a student by school staff who are not an RN, LPN or school administrator under the delegation authority of an RN employed by the school district or school and under the regulations of the Illinois Nurse Practice Act [225 ILCS 65].

5) A school employee who is not an RN may not be delegated the duty of administering medication to a student except as provided for in subsection (e).

e) Delegating Medication Administration to non RN, non LPN and non-School Administrators Employed by the School or School District

1) An RN employed by the school or school district is the only individual who shall delegate the administration of medication. The administration of medication to a student by a school staff member not holding an

appropriate professional nursing license is permissible if all of the following criteria are met:

- A) The school or school district RN has delegated to the staff member the task within the professional nursing practice judgment of the RN and under the provisions of and within the direction and limitations set forth in the Nurse Practice Act and 68 Ill. Adm. Code 1300;
 - B) The school principal or chief administrative officer of the school with supervisory authority over the staff member has agreed to permit the staff member to perform the task;:-
 - C) The staff member has voluntarily accepted the performance of this task delegated to him or her by the school or school district RN;
 - D) The school or school district RN has provided the staff member training on the proper administration of the medication and in the professional judgment of the RN the staff member has demonstrated competency in the administration of the medication; and
 - E) The school or school district RN monitors the administration of medication by the staff member on a regular and ongoing basis for safety and competency.
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- 2) A school or school district RN is not required to delegate medication administration to any other staff member.
 - 3) A school or school district RN reserves the right to decline to delegate administration of medication to a specific staff member.
 - 4) A school or school district RN reserves the right to rescind a delegation.
 - 5) No other staff member, including a school administrator, other than an RN, may delegate the administration of medications to students except as allowed for medical emergencies or otherwise allowed under the Care of Students with Diabetes Act.
 - 6) The staff member to whom medication administration has been delegated to by the school or school district RN may not re-delegate the task to any staff member.
 - 7) If a previously assigned staff member is unable to administer the medication as delegated, the school or school district RN, LPN or school administrator may give the medication.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

SUBPART G: STAFF QUALIFICATIONS

Section 1.760 Standards for School Support Personnel Services

- a) School psychologists, school social workers, school counselors, speech-language pathologists (nonteaching) and school nurses, except as provided in subsection (c) ~~of this Section~~, shall hold a professional educator license endorsed for school support personnel in their respective area.
- b) Registered Professional Nurse means any nurse who is licensed to practice professional nursing in Illinois in accord with the Nurse Practice Act [225 ILCS 65] and whose license is active and in good standing as determined by the Illinois Department of Financial and Professional Regulation.
- c) School Nurse means any registered professional nurse who holds a professional educator license endorsed for school support services in school nursing, or any registered professional nurse who does not hold the professional educator license but was employed in the school district of current employment before July 1, 1976. *School districts may employ noncertificated registered professional nurses to perform professional nursing services [105 ILCS 5/10-22.23].*
- d) School boards that employ school nurses shall be responsible for verifying that each person holds a valid nursing license and professional educator license except as provided in subsection (c) ~~of this Section~~.
- e) School boards that employ one or more school nurses for the purpose of providing professional nursing services shall develop and keep on file a written job description defining the duties of their school nurses.
- f) Any job description prepared pursuant to subsection (e) of this Section will be accepted by the State Board of Education as complying with Section 10-22.23 of the School Code if it contains at least:
 - 1) the duty to provide registered professional nursing practice as defined in Section 50-10 of the Nurse Practice Act; and
 - 2) at least one or more additional duties as the school board shall select from subsection (g) ~~of this Section~~.
- g) Additional duties of the school nurse shall include one or more of the following:
 - 1) assessment of health care needs through screening for deficits in vision, hearing, growth and development, immunization status, and other physical

defects (e.g., orthopedic, malnutrition, asthma, metabolic disorders, blood pressure, obesity);

- 2) identifying student health problems, making referrals for their diagnosis, treatment and remediation, and providing follow-up for each referral;
- 3) recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students need special physical health care procedures to be provided at school;
- 4) establishing a communicable disease prevention and control program, including blood-borne pathogen control programs, in collaboration with State and local health departments and federal and State occupational safety and health agencies;
- 5) assessing the health status of students and providing health counseling (e.g., on diet, exercise) for students, parents and school staff;
- 6) processing physicians' orders, administering and monitoring medication and treatment given in school (subject to local policy regarding the administration of medication at school);
- 7) providing crisis intervention for students and/or staff in the advent of sudden illness or injury;
- 8) establishing an accident prevention program in collaboration with the district's administration;
- 9) acting as liaison between the home, school, community health agencies and the private medical sector;
- 10) participating in the identification, evaluation and placement of students into special education programs (e.g., as a referring agent, a consultant to parents, teachers and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education));
- 11) collecting and analyzing health-related data (e.g., immunization records, medical records, incidence of specific diseases), making recommendations based upon these data, and reporting the data to State agencies as may be required;
- 12) maintaining accurate school health records and ensuring the confidentiality of their contents in accordance with the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student

Records), and the Family Educational Rights and Privacy Act (20 USC 1232g);

- 13) carrying out other specified duties that the school nurse is qualified to perform, provided that the school nurse shall not provide instruction to students unless the nurse holds the appropriate teaching endorsement; however, this subsection (g)(13) does not preclude a school nurse from providing limited classroom instruction as may be requested by the licensed teacher on specific health or illness topics (e.g., asthma, HIV prevention, puberty);
 - 14) coordinating and managing student health through care management, including delegating nursing tasks included in the individual student health plan (e.g., screening tests, diabetes monitoring) to licensed and unlicensed persons, in accordance with the Nurse Practice Act; and
 - 15) providing instruction to or practicum experience for nursing students enrolled in community health/public health/pediatrics courses through a written agreement between the nursing education program and the school district.
- h) The duty to provide registered professional nursing practices, as defined in Section 50-10 of the Nurse Practice Act, shall not be included among the functions assigned to any school district personnel not covered by the job description required for school nurses. [A school employee who is not an RN may not be delegated the duty of administering medication to a student except as provided for in subsection 1.530\(e\).](#)

(Source: Amended at 42 Ill. Reg. _____, effective _____)

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

PART 226
SPECIAL EDUCATION

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226.605	Request for Hearing; Basis (Repealed)
226.610	Information to Parents Concerning Right to Hearing
226.615	Procedure for Request
226.620	Denial of Hearing Request (Repealed)
226.625	Rights of the Parties Related to Hearings
226.630	Qualifications, Training, and Service of Impartial Due Process Hearing Officers
226.635	Appointment, Recusal, and Substitution of Impartial Due Process Hearing Officers

- 226.640 Scheduling the Hearing and Pre-Hearing Conference
- 226.645 Conducting the Pre-Hearing Conference
- 226.650 Child's Status During Due Process Hearing (Repealed)
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- 226.680 Reporting of Decisions (Repealed)
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SUBPART H: ADMINISTRATIVE REQUIREMENTS

- Section
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 - 226.720 Facilities and Classes
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SUBPART I: PERSONNEL

- Section
- 226.800 Personnel Required to be Qualified
 - 226.810 Special Education Teaching Approval
 - 226.820 Authorization for Assignment
 - 226.830 List of Independent Evaluators
 - 226.840 Qualifications of Evaluators
 - 226.850 List of Qualified Workers
 - 226.860 List of Other Employees Qualifying for Reimbursement

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

SOURCE: Adopted August 12, 1976; rules repealed and new emergency rules adopted at 2 Ill. Reg. 37, p. 29, effective September 1, 1978, for a maximum of 150 days; rules repealed and new rules adopted at 3 Ill. Reg. 5, p. 932, effective February 1, 1979; emergency amendment at 4 Ill. Reg. 38, p. 328, effective September 15, 1980, for a maximum of 150 days; amended at 5 Ill.

Reg. 8021, effective July 22, 1981; amended at 6 Ill. Reg. 558, effective December 23, 1981; emergency amendment at 7 Ill. Reg. 6511, effective May 6, 1983, for a maximum of 150 days; emergency amendment at 7 Ill. Reg. 8949, effective July 15, 1983, for a maximum of 150 days; codified at 8 Ill. Reg. 6669; amended at 8 Ill. Reg. 7617, effective May 17, 1984; emergency amendment at 10 Ill. Reg. 3292, effective January 27, 1986, for a maximum of 150 days; emergency expired June 24, 1986; amended at 10 Ill. Reg. 18743, effective October 22, 1986; amended at 10 Ill. Reg. 19411, effective October 31, 1986; amended at 13 Ill. Reg. 15388, effective September 14, 1989; emergency amendment at 14 Ill. Reg. 11364, effective June 26, 1990, for a maximum of 150 days; emergency expired November 23, 1990; amended at 15 Ill. Reg. 40, effective December 24, 1990; amended at 16 Ill. Reg. 12868, effective August 10, 1992; emergency amendment at 17 Ill. Reg. 13622, effective August 3, 1993, for a maximum of 150 days; emergency expired December 31, 1993; amended at 18 Ill. Reg. 1930, effective January 24, 1994; amended at 18 Ill. Reg. 4685, effective March 11, 1994; amended at 18 Ill. Reg. 16318, effective October 25, 1994; amended at 19 Ill. Reg. 7207, effective May 10, 1995; amended at 20 Ill. Reg. 10908, effective August 5, 1996; amended at 21 Ill. Reg. 7655, effective July 1, 1997; Part repealed, new Part adopted at 24 Ill. Reg. 13884, effective August 25, 2000; amended at 27 Ill. Reg. 8126, effective April 28, 2003; amended at 31 Ill. Reg. 9915, effective June 28, 2007; amended at 32 Ill. Reg. 4828, effective March 21, 2008; amended at 34 Ill. Reg. 17433, effective October 28, 2010; amended at 35 Ill. Reg. 8836, effective May 26, 2011; peremptory amendment, pursuant to PA 97-461, at 35 Ill. Reg. 14836, effective August 22, 2011; amended at 36 Ill. Reg. 12648, effective July 18, 2012; amended at 36 Ill. Reg. 12870, effective July 24, 2012; amended at 37 Ill. Reg. 16788, effective October 2, 2013; amended at 40 Ill. Reg. 2220, effective January 13, 2016; amended at 42 Ill. Reg. _____, effective _____.

SUBPART I: PERSONNEL

Section 226.800 Personnel Required to be Qualified

- a) General
 - 1) Each school district, or the special education cooperative of which it is a member, shall employ sufficient professional personnel and personnel not holding Illinois educator licensure to deliver and supervise the full continuum of special education and related services needed by the eligible students who reside in the district or districts served by the cooperative. The number and types of personnel employed shall be based on students' need rather than administrative convenience.
 - 2) Each school district or special education cooperative shall periodically submit to the State Board of Education, on forms supplied by the State Board, the roster of the individuals who will be or are providing special education or related services. The State Board may request any additional documentation needed in order to verify that each individual holds the qualifications that are required for his or her assignments.

- 3) Reimbursement for personnel expenditures shall be made by the State Board with respect to only those individuals who are qualified, pursuant to this Subpart I, to *deliver services to students with IEPs* [105 ILCS 5/14-1.10 and 14-13.01] and whose positions are listed either in Section 226.850 or 226.860 of this Part, or pursuant to 23 Ill. Adm. Code 25.48 (Short-Term Emergency Approval in Special Education) when applicable.
- 4) Each school district or special education cooperative shall develop and implement a comprehensive personnel development program for all personnel involved with the education of children with disabilities.

b) Professional Instructional Personnel

Each individual employed in a professional instructional capacity shall:

- 1) hold a valid professional educator license endorsed for special preschool-age 21 and meet the qualifications required for the teaching area pursuant to 23 Ill. Adm. Code 25.43;~~or~~
- 2) hold a valid professional educator license endorsed in another teaching area and approval issued by the State Board of Education specific to the area of responsibility (see Section 226.810);~~or~~
- 3) be employed pursuant to an authorization for assignment issued to the employing entity under Section 226.820; or
- 4) hold short-term emergency approval issued pursuant to 23 Ill. Adm. Code 25.48.

c) An individual assigned as a career and technical coordinator shall be required to hold approval for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:

- 1) has two years' teaching experience;
- 2) holds a valid professional educator license with either a special preschool-age 21 endorsement or a secondary endorsement; and
- 3) has completed at least 16 semester hours of college coursework, which shall at least include each of the areas identified in subsections (c)(3)(A) through (D) and may include one or more of the areas identified in subsections (c)(3)(E) through (H):

A) Survey of the exceptional child;

- B) Diagnosis of, and characteristics of the student with, all the disabilities encompassed by the Learning Behavior Specialist I (LBS I) credential;
 - C) Adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential;
 - D) Career and technical programming for students with disabilities;
 - E) Methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential;
 - F) Guidance and counseling;
 - G) Educational and psychological diagnosis;
 - H) Career and technical education.
- d) An individual assigned as a teacher coordinator shall be required to hold approval for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:
- 1) holds a valid professional educator license with either a special preschool-age 21 endorsement for the disability area of assignment issued pursuant to 23 Ill. Adm. Code 25.43 or a secondary endorsement with special education approval in the applicable disability area issued pursuant to Section 226.810;
 - 2) has completed a course in career and technical programming for students with disabilities; and
 - 3) has at least one year's work experience outside the field of education or has completed at least one course in either guidance and counseling or career and technical education.
- e) An individual assigned as a business manager's assistant shall hold a valid professional educator license endorsed for chief school business official pursuant to 23 Ill. Adm. Code 25.345.
- f) **Qualified Bilingual Specialists**
Professional staff otherwise qualified pursuant to this Section shall be considered "qualified bilingual specialists" if they submit the required application and meet the applicable requirements set forth in this subsection (f).

- 1) A holder of a valid professional educator license with a special preschool-age 21 endorsement in the area of responsibility issued pursuant to 23 Ill. Adm. Code 25.43 shall successfully complete a language examination in the non-English language of instruction and shall have completed coursework covering:
 - A) Psychological/educational assessment of students with disabilities who have limited English proficiency;
 - B) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition; and
 - C) Methods and materials for teaching students of limited English proficiency or students with disabilities who have limited English proficiency.
- 2) A holder of a valid professional educator license with an early childhood, elementary, secondary, or special preschool-age 21 endorsement who also holds special education approval in the area of responsibility (see Section 226.810) shall successfully complete a language examination in the non-English language of instruction and shall have completed the coursework listed in subsections (f)(1)(A), (B), and (C).
- 3) A holder of a valid professional educator license with an early childhood, elementary, secondary, or special kindergarten-grade 12 or preschool-age 21 endorsement who also holds an endorsement to teach bilingual education or English as a second language shall have completed coursework covering:
 - A) Methods for teaching in the special education area of assignment;
 - B) Psychological/educational assessment of students with disabilities who have limited English proficiency, or psychological diagnosis for children with all types of disabilities; and
 - C) Characteristics of students, or characteristics of students with limited English proficiency specifically, in the special education area of assignment.
- 4) A holder of a valid educator license with stipulations endorsed for transitional bilingual educator issued pursuant to 23 Ill. Adm. Code 25.90 and endorsed for the language of assignment shall have completed two years of successful teaching experience and have completed coursework covering:

- A) Survey of children with all types of disabilities;
- B) Assessment of the bilingual student, or psychological/educational assessment of the student with disabilities who has limited English proficiency;
- C) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition;
- D) Methods for teaching in the special education area of assignment; and
- E) Characteristics of students, or characteristics of students with limited English proficiency specifically, in the special education area of assignment.

5) A holder of a valid professional educator license with a school support personnel endorsement for school counselor, school social worker, school psychologist, or speech and language pathologist shall successfully complete an examination in the non-English language and shall have completed coursework in assessment of the bilingual student or psychological/educational assessment of the student with disabilities who has limited English proficiency.

g) Directors and Assistant Directors of Special Education

Each school district, or the special education cooperative of which it is a member, shall employ a full-time director of special education, who shall be the chief administrative officer of the special education programs and services of the district or cooperative entity.

- 1) Each director or assistant director of special education shall hold a valid professional educator license endorsed for director of special education issued pursuant to 23 Ill. Adm. Code 25.365 and a master's degree, including 30 semester hours of coursework distributed among all the areas specified in 23 Ill. Adm. Code 25.365(b). Beginning July 1, 2005, directors and assistant directors of special education shall be subject to the requirements of 23 Ill. Adm. Code 29.140 (Director of Special Education).
- 2) Each school district or the special education cooperative of which it is a member, shall submit to the State Board of Education a letter identifying the individual employed as the director of special education by his or her full name and Illinois Educator Identification Number. If the individual is qualified as required, the State Board shall confirm that the individual is

the State-approved director of special education for the school district or special education cooperative.

h) Supervisors

- 1) Each school district or special education cooperative shall employ sufficient supervisory personnel to provide consultation to and coordination of special education services.
- 2) Each individual performing a supervisory function shall hold one of the following:
 - A) a valid professional educator license with a special preschool-age 21 endorsement in the area to be supervised, and a supervisory endorsement issued pursuant to 23 Ill. Adm. Code 25.497, with two years' teaching experience in that area; or
 - B) a valid professional educator license with a school support personnel endorsement, and a supervisory endorsement issued, with two years' experience in the area to be supervised; or
 - C) a valid professional educator license with an administrative endorsement issued under 23 Ill. Adm. Code 25.Subpart E and either a special preschool-age 21 endorsement for the area to be supervised or special education approval in that area.

i) Chief Administrator of Special School

The chief administrator of a special school shall hold a valid professional educator license with a general administrative, principal or director of special education endorsement issued pursuant to 23 Ill. Adm. Code 25.335, 25.337, or 25.365 and [any of the following](#)~~either~~:

- 1) an endorsement or approval that is specific to at least one of the disabilities prevalent in the students served by the school, if the school serves students who are deaf or hard of hearing, blind or visually impaired, or speech- and language-impaired; ~~or~~
- 2) an endorsement as Learning Behavior Specialist I that either is unlimited or specific to one of the disabilities prevalent in the students served by the school (see 23 Ill. Adm. Code 25.46); ~~or~~
- 3) approval as an LBS I issued by the State Board of Education pursuant to Section 226.810 and 23 Ill. Adm. Code 25.47 (Special Provisions for the Learning Behavior Specialist I Approval) that either is unlimited or

specific to one of the disabilities prevalent in the students served by the school.

j) Other Professional Personnel

Each individual employed in a professional capacity not specified in subsections (a) through (i) shall, as appropriate to his or her assignment, hold:

- 1) a valid professional educator license endorsed for school support personnel appropriate to the area of responsibility (see 23 Ill. Adm. Code 25, Subpart D); ~~or~~
- 2) a valid professional license or permission to practice, if the individual's profession is governed by such a requirement and either no educational credential in the same or a related field is issued by the State Board of Education (e.g., for a physical therapist) or the School Code permits the individual to perform the functions assigned; or
- 3) a credential, regardless of title, issued by a professional association or organization in the relevant field, when no educational credential in the same or a related field is issued by the State Board of Education and no license or permission to practice is required by the State (e.g., for a music therapist or a daily living skills specialist). Evidence of the individual's credential shall be kept on file by the school district or special education cooperative and presented to the State Board of Education upon request.

k) Personnel Not Holding Educator Licensure

- 1) Each professional individual not holding educator licensure issued under Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~] employed in a special education class, program, or service, and each individual providing assistance at a work site, shall function under the general direction of a professional staff member.
- 2) Each program assistant or aide, whether providing instructional or noninstructional services, as well as each nonemployee providing any service in the context of special education, shall function under the direct supervision of a professional staff member.
 - A) Nothing in this subsection (k) authorizes individual student aides or others who do not hold an appropriate professional license to perform any nursing activity, as nursing activity may be defined in the Nurse Practice Act [225 ILCS 65] and rules governing that Act (68 Ill. Adm. Code 1300), including any procedures and duties requiring a medical order (e.g., tube feedings, catheterizations, administration of medications, tracheal suctioning, tube insertions,

blood draws, dressing changes), except as may be otherwise authorized under State law ([See the Nurse Practice Act and the School Code.](#)).

i) [A Registered Nurse \(RN\) employed by the school or school district is the only individual who shall delegate the administration of medication. An individual student aide or other school staff not holding an appropriate professional nursing license may administer a medication to a student if all of the following are met:](#)

-) [the school or school district RN has delegated to this individual the task, within the professional nursing practice judgment of the RN and under the provisions of and within the direction and limitations set forth in the Nurse Practice Act and 68 Ill. Adm. Code 1300;](#)
-) [the school principal or chief school administrative officer of the school with supervisory authority over the staff member has agreed to designate the staff member permitted to perform the task;](#)
-) [the staff member has voluntarily accepted the performance of this task delegated to him or her by the school or school district RN;](#)
-) [the school or school district RN has provided the staff member training on the proper administration of the medication and in the professional judgment of the RN the staff member has demonstrated competency in the administration of the medication; and](#)
-) [the school or school district RN monitors the administration of medication by the staff member on a regular and ongoing basis for safety and competency.](#)

ii) [A school or school district RN is not required to delegate medication administration to any other staff member.](#)

iii) [A school or school district RN reserves the right to decline to delegate administration of medication to a specific staff member.](#)

- iv) A school or school district RN reserves the right to rescind a delegation.
- v) No other staff member, including a school administrator, other than an RN, may delegate the administration of medications to students except as allowed for medical emergencies or otherwise allowed under the Care of Students with Diabetes Act [105 ILCS 145].
- vi) The staff member to whom medication administration has been delegated to by the school or school district RN may not re-delegate the task to any staff member.
- vii) If a previously assigned staff member is unable to administer the medication as delegated, the district or school RN, school Licensed Practical Nurse, or school administrator may give the medication.

B) The provisions of this subsection (k) do not apply to paraprofessional educators licensed under Section 21B-20 of the School Code ~~[105 ILCS 5/21B-20]~~ nor to educational interpreters approved pursuant to 23 Ill. Adm. Code 25.550 (Approval of Educational Interpreters).

- 3) Each school district shall provide training experiences appropriate to the nature of their responsibilities to the individuals discussed in subsections (k)(1) and (2). Training shall be in lieu of the requirements for personnel not holding educator licensure set forth in 23 Ill. Adm. Code 1, Subpart F.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Part 27 (Standards for Endorsements in Specific Teaching Fields)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Emily Fox, Division Administrator, Educator Effectiveness
Cara Wiley, Director, Regulatory Support and Wellness
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the following goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

The proposed rulemaking replaces the current state content area standards for teaching fields with national standards for each individual endorsement. The advantages of updating the state-specific standards to national standards include:

- The State Educator Preparation and Licensure Board (SEPLB) and stakeholders in higher education support the move to national standards.
- National standards align to the Council for the Accreditation of Educator Preparation (CAEP) reporting requirements and are more current and more frequently updated than our state-established standards required for educator preparation.
- National standards are developed and revised using the expertise of educators throughout the United States.
- In addition to the Illinois-specific content standards, the required content tests for teacher candidates are regularly updated to align with the national standards.
- These proposed amendments will support consistency in all stages of the teacher preparation process.
- Moving to national standards will be beneficial to both out-of-state applicants entering the state and individuals who complete programs in Illinois but who choose to move out

of state, as the majority of other states use national standards for the purposes of educator licensure.

- These amendments reduce a burden on the Illinois educator preparation programs insofar as, per SEPLB, most (if not all) preparation programs are already aligned to national standards and several are accredited or are working toward accreditation by CAEP, and the state alignment was an extra task.

The current rules are being repealed in their entirety and being replaced with the new national standards because all content areas are being updated.

The proposed amendments were published in the *Illinois Register* on December 11, 2017, to elicit public comment; three comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

Pros: The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

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

Standards for Endorsements in Specific Teaching Fields (23 Illinois Administrative Code 27),

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 amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR’s review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.

Summary and Analysis of Public Comment
23 Ill. Adm. Code 27
Standards for Endorsements in Specific Teaching Fields

Comment

One commenter recommended updating the standards listed for Library Information Specialists to the forthcoming American Association of School Librarian (AASL) 2017 standards. This commenter states that by incorporating the current 2010 AASL standards preparation programs will be out of date.

Analysis

ISBE recognizes the need for preparation programs to have the most current standards to align their programs to for endorsements. The current standards are the 2010 standards that are incorporated in this rulemaking. When new standards are adopted, ISBE will incorporate those standards. Until that time, ISBE is unable to incorporate standards that have not yet approved by the national association.

Recommendation

No change will be made in this Part as a result of this comment.

Comment

One commenter recommended updating the standards listed for Technology Specialists to the forthcoming 2017 International Society for Technology in Education (ISTE). This commenter states that by incorporating the current 2008 ISTE standards preparation programs will be out of date.

Analysis

ISBE recognizes the need for preparation programs to have the most current standards to align their programs to for endorsements. The current standards are the 2008 standards that are incorporated in this rulemaking. When new standards are adopted, ISBE will incorporate those standards. Until that time, ISBE is unable to incorporate standards that have not yet approved by the national association.

Recommendation

No change will be made in this Part as a result of this comment.

Comment

One commenter stated the link to the standards for English language arts was incorrect.

Analysis

The provided link guides the reader to the page where all the National Council of Teachers of English standards are located. The reader then can select the incorporated material. The decision was made to include the link to the main standards page in case the embedded link to the current standards should change.

Recommendation

No change will be made in this Part as a result of this comment.

Comment

One commenter is seeking clarification that the new standards will apply to the preparation programs for each endorsement as well as the required content area licensure test.

Analysis

This is a correct understanding.

Recommendation

No change will be made in this Part as a result of this comment.

Comment

One commenter suggests the July 1, 2003, compliance date for educator preparation programs (EPPs) to align their programs is a typographical error. The commenter suggests to use 2018 to coincide with Subpart B.

The commenter states previous revisions in standards for other grade level endorsements specified the last date candidates can be admitted to an approved program aligned to the standards being revised. A deadline for admission to currently approved programs in specific teaching fields would help guide EPPs in revising the current programs.

Analysis

This Section was carried over from the existing Part. At that time, ISBE did not see a need to update the compliance dates. Upon further review, and in response to this comment, ISBE will clarify new endorsement programs must meet the standards outlined in this Part.

Additionally, ISBE agrees a deadline for admission to currently approved programs will assist EPPs in revising their current programs.

Recommendation

Section 27.10

This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of endorsements in specific teaching fields on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them.

- a) Except as provided in Section 27.350 and Section 27.425, Beginning October 1, 2024, July 1, 2003, approval of any teacher preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part. Beginning October 1, 2020, no candidate shall be admitted into a program that has not been approved under this Part. Any candidate who is enrolled in a program not approved under this Part shall complete the program on or before October 1, 2024, and be entitled (i.e., receive verification by the candidate's institution of higher education that he/she has completed an approved preparation program and has met the testing and experience requirements for licensure in the specific content area sought) by October 1, 2025.

- b) ~~Except as provided in Section 27.350 and Section 27.425, beginning on July 1, 2004,~~ The examinations required for issuance of an endorsement in any field covered by this Part shall be based on the relevant standards set forth in this Part.
- c) ~~Beginning~~On or before February 1, 2018, the standards set forth in Sections 27.100 and 27.130 will be replaced by the standards set forth in Part 21 (Standards for Endorsements in the Middle Grades) both for the approval of any teacher preparation program or course of study in the middle grades and the basis of the examinations required for issuance of an endorsement for teaching literacy (e.g., English language arts) or mathematics in the middle grades.

Comment

One commenter states that for all content area endorsements, the wording suggests that teachers who earned an endorsement in a specific teaching field prior to 2014 will not be "grandfathered in" to retain the endorsement, but will be required to meet the new requirements either through coursework, testing, or both. If that is not the intent, rewording the first line of each Section to something like the following might help clarify the rules: Beginning October 1, 2024, all applicants for an endorsement to teach [insert specific teaching field] will be required to complete a program and licensure test aligned with the standards set forth by [insert reference to standards].

Analysis

The intent of the proposed rulemaking was to align EPPs and candidate requirements moving forward, not to require current endorsement holders to take additional coursework. ISBE declines to add the suggested language regarding a licensure test aligned to the standards because this Part only outlines the standards required for completing an endorsement program. The requirements to obtain a license or endorsement on a license can be found in Part 25.

Recommendation

ISBE will amend all content specific endorsement areas to align with the following: "Beginning October 1, 2024, all candidates for an endorsement in [insert specific teaching field] will be required to complete a program aligned to [insert referenced standards]" or "Beginning October 1, 2024, all candidates for an endorsement as a [insert specific teaching field] will be required to complete a program aligned to [insert referenced standards]".

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

PART 27
STANDARDS FOR ENDORSEMENTS IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section
27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section
27.100 English Language Arts
27.110 Reading
27.120 Reading Specialist
27.130 Mathematics
27.140 Science – A Common Core of Standards
27.150 Biology
27.160 Chemistry
27.170 Earth and Space Science
27.180 Environmental Science
27.190 Physics
27.200 Social Science – A Common Core of Standards
27.210 Economics
27.220 Geography
27.230 History
27.240 Political Science
27.250 Psychology
27.260 Sociology and Anthropology
27.270 Physical Education
27.280 Health Education
27.300 Dance
27.310 Drama/Theatre Arts
27.320 Music
27.330 Visual Arts
27.340 Foreign Language
27.350 General Curricular Standards for Special Education Teachers

SUBPART C: ADDITIONAL TEACHING FIELDS

Section
27.400 Agricultural Education
27.410 Business, Marketing, and Computer Education

27.420	English as a New Language (ENL), English as a Second Language (ESL) and Bilingual Education
27.430	Family and Consumer Sciences
27.440	Library Information Specialist
27.450	Technology Education
27.460	Technology Specialist
27.470	Gifted Education Teacher
27.480	Gifted Education Specialist

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

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. 18586, effective December 1, 2003; amended at 28 Ill. Reg. 4553, effective February 24, 2004; amended at 28 Ill. Reg. 7002, effective April 29, 2004; amended at 37 Ill. Reg. 16764, effective October 7, 2013; amended at 40 Ill. Reg. 12438, effective August 9, 2016; old Part repealed at 42 Ill. Reg. _____, effective _____; new Part adopted at 42 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 27.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of endorsements in specific teaching fields on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them.

- a) Beginning October 1, 2024, approval of any teacher preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part. Beginning October 1, 2020, no candidate shall be admitted into a program that has not been approved under this Part. Any candidate who is enrolled in a program not approved under this Part shall complete the program on or before October 1, 2024 and be entitled (i.e. receive verification by the candidate's institution of higher education that he/she has completed an approved preparation program and has met the testing and experience requirements for licensure in the specific content area sought) by October 1, 2025.
- b) The examinations required for issuance of an endorsement in any field covered by this Part shall be based on the relevant standards set forth in this Part.
- c) Beginning February 1, 2018, the standards set forth in Sections 27.100 and 27.130 will be replaced by the standards set forth in Part 21 (Standards for Endorsements

in the Middle Grades) both for the approval of any teacher preparation program or course of study in the middle grades and the basis of the examinations required for issuance of an endorsement for teaching literacy (e.g., English language arts) or mathematics in the middle grades.

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.100 English Language Arts

By October 1, 2024, all candidates for an endorsement in English Language Arts will be required to complete a program aligned with to the NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (2012), published by the National Council of Teachers of English, 1111 Kenyon Rd., Urbana IL 61801-1096 and available at <http://www.ncte.org/standards>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.110 Reading

By October 1, 2024, all candidates for an endorsement in Reading will be required to complete a program aligned to Standards for Reading Professionals (2010), published by the International Literacy Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 and available <https://www.literacyworldwide.org/get-resources/standards>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.120 Reading Specialist

By October 1, 2024, all candidates for an endorsement as a Reading Specialist will be required to complete a program aligned to the Standards for Reading Professionals (2010) published by the International Literacy Association, 800 Barksdale Road, P.O. Box 8139, Newark DE 19714-8139 and available at <https://www.literacyworldwide.org/get-resources/standards>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.130 Mathematics

By October 1, 2024, all candidates for an endorsement in Mathematics will be required to complete a program aligned to CAEP Standards for Mathematics Teacher Preparation (2012) published by the National Council of Teachers of Mathematics, 1906 Association Drive, Reston VA 20191-1502 and available at <http://www.nctm.org/ncate/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.140 Science – A Common Core of Standards

By October 1, 2024, all candidates for an endorsement in Science will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201 and

posted at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.150 27.155 Biology

By October 1, 2024, all candidates for an endorsement in Biology will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201 and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.)

27.160 Chemistry

By October 1, 2024, all candidates for an endorsement in Chemistry will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201 and posted at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.)

27.170 Earth and Space Science

By October 1, 2024, all candidates for an endorsement in Earth and Space Science will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201 and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.)

27.180 Environmental Science

By October 1, 2024, all candidates for an endorsement in Environmental Science will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201 and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.)

27.190 Physics

By October 1, 2024, candidates for an endorsement in Physics will be required to complete a program aligned to the National Standards for Science Teacher Preparation (2012), published by the National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201 and available at <http://www.nsta.org/preservice/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.200 Social Science – A Common Core of Standards

By October 1, 2024, all candidates for an endorsement in Social Science will be required complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

27.210 Economics

By October 1, 2024, all candidates for an endorsement in Social Science will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

27.220 Geography

By October 1, 2024, all candidates for an endorsement in Social Science will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

27.230 History

By October 1, 2024, all candidates for an endorsement in Social Science will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

27.240 Political Science

By October 1, 2024, all candidates for an endorsement in Social Science will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

27.250 Psychology

By October 1, 2024, all candidates for an endorsement in Social Science will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

27.260 Sociology and Anthropology

By October 1, 2024, all candidates for an endorsement in Sociology and Anthropology will be required to complete a program aligned to the NCSS National Standards for the Preparation of Social Studies Teachers (2017), published by the National Council for the Social Studies, 8555 Sixteenth Street, Silver Spring, Maryland 20910 and available at <https://www.socialstudies.org/standards/teacherstandards>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.270 Physical Education

By October 1, 2024, all candidates for an endorsement in Physical Education will be required to complete a program aligned to the National Standards and Grade Level Outcomes for K-12 Physical Education (2013), published by the Society of Health and Physical Educators, 1900 Association Drive, Reston VA 20191 and posted at <http://portal.shapeamerica.org/accreditation/peteacherprep.aspx>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.280 Health Education

By October 1, 2024, all candidates for an endorsement in Health Education will be required to complete a program aligned to the NCATE Health Education Teacher Preparation Standards (2008), published by the Society of Health and Physical Educators, 1900 Association Drive, Reston VA 20191 and available at <http://portal.shapeamerica.org/standards/health/default.aspx>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.300 Dance

By October 1, 2024, all candidates for an endorsement in Dance will be required to complete a program aligned to the National Association of Schools of Dance Handbook (2016), National Association of Schools of Dance, 11250 Roger Bacon Drive, Suite 21 Reston 11250 Roger Bacon Drive, Suite 21 Reston, Virginia 20190-5248 VA, 20190-5248 and available at <https://nasd.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.310 Drama/Theatre Arts

By October 1, 2024, all candidates for an endorsement in Drama/Theater will be required to complete a program aligned to the National Association of Schools of Theatre Handbook (2017),

11250 Roger Bacon Drive, Suite 21 Reston VA, 20190-5248 and available at <https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.320 Music

By October 1, 2024, all candidates for an endorsement in Music will be required to complete a program aligned to the National Association of Schools of Music Handbook (2016), 11250 Roger Bacon Drive, Suite 21 Reston VA, 20190-5248 and available at <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.330 Visual Arts

By October 1, 2024, all candidates for an endorsement in Visual Arts will be required to complete a program aligned to the National Association of Schools of Art and Design Handbook (2016), 11250 Roger Bacon Drive, Suite 21 Reston VA, 20190-5248 and available at <https://nasad.arts-accredit.org/accreditation/standards-guidelines/handbook/>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.340 Foreign Language

By October 1, 2024, all candidates for an endorsement in Foreign Language will be required to complete a program aligned to the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers (2015) published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA and available at <https://www.actfl.org/assessment-professional-development/program-review-services>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.350 General Curricular Standards for Special Education Teachers

By October 1, 2024, all candidates for an endorsement in Special Education will be required to complete a program aligned to the CEC Professional Standards (2015) published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557 and posted at <https://www.cec.sped.org/Standards>. (No later amendments to or editions of these guidelines are incorporated.)

SUBPART C: ADDITIONAL TEACHING FIELDS

Section 27.400 Agricultural Education

By October 1, 2024, all candidates for an endorsement in Agricultural Education will be required to complete a program aligned to the Standards for School-Based Agricultural Education Teacher Preparation Programs (2017) published by the American Association for Agricultural Education, and available at <http://aaaonline.org/Standards-for-Teacher-Preparation>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.410 Business, Marketing, and Computer Education

By October 1, 2024, all candidates for an endorsement in Business, Marketing, and Computer Education will be required to complete a program aligned to the National Standards for Business Education (2013) published by the National Business Education Association, 1914 Association Drive, Reston VA 02191 and available at <https://www.nbea.org/newsite/curriculum/standards/index.html> (No later amendments to or editions of these guidelines are incorporated.) or the Eligibility Procedures and Accreditation Standards for Business Accreditation published by the Association to Advance Collegiate Schools of Business, 777 S. Harbour Island Blvd Suite 750 Tampa FL 33602 and available at <http://caepnet.org/accreditation/caep-accreditation/caep-accreditation-resources/national-specialized-accreditors>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.420 English as a New Language (ENL), English as a Second Language (ESL) and Bilingual Education

By October 1, 2024, all candidates for an endorsement in English as a New Language, English as a Second Language or bilingual education will be required to complete a program aligned to the TESOL/CAEP Standards for P-12 Teacher Education Programs (2017) published by the TESOL International Association, 1925 Ballenger Avenue, Suite 550 Alexandria VA 22314 and available at <http://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.430 Family and Consumer Sciences

By October 1, 2024, all candidates for an endorsement in Family and Computer Science will be required to complete a program aligned to the Accreditation Documents for Undergraduate Programs for Family and Consumer Science (2010) published by American Association of Family and Consumer Sciences, 400 N. Columbus Street, Suite 202, Alexandria VA 22314 and available at http://www.aafcs.org/CredentialingCenter/acc_standards.asp. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.440 Library Information Specialist

By October 1, 2024, all candidates for an endorsement as a Library Information Specialist will be required to complete a program aligned to the American Library Association/American Association of School Librarians Standards for Initial Preparation of School Librarians (2010), American Library Association, 50 E Huron St., Chicago IL 60611 and available at <http://www.ala.org/aasl/standards>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.450 Technology Education

By October 1, 2024 all candidates for an endorsement in Technology Education will be required to complete a program aligned to the NACCAS 2017 Handbook (2017), published the National Accrediting Commission for Career Arts and Sciences (NACCAS), 3050 Colvin Street, Alexandria VA 22314 and available at <http://naccas.org/naccas/naccas-handbook>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.460 Technology Specialist

By October 1, 2024, all candidates for an endorsement as a Technology Specialist will be required to complete a program aligned to the ISTE Standards (2008) published by International Society for Technology in Education, 1530 Wilson Boulevard, Suite 730, Arlington VA 22209 and available at <https://www.iste.org/standards/for-educators>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.470 Gifted Education Teacher

By October 1, 2024, all candidates for an endorsement in Gifted Education will be required to complete a program aligned to the NAGC-CEC Teacher Preparation Standards in Gifted Education (2013) published by the National Association for Gifted Children, 1331 H Street NW, Suite 1001, Washington DC 20005 and available at <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher>. (No later amendments to or editions of these guidelines are incorporated.)

Section 27.480 Gifted Education Specialist

By October 1, 2024, all candidates for an endorsement in Gifted Education will be required to complete a program aligned to the NAGC-CEC Teacher Preparation Standards in Gifted Education (2013) published by the National Association for Gifted Children, 1331 H Street NW, Suite 1001, Washington DC 20005 and available at <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher>. (No later amendments to or editions of these guidelines are incorporated.)

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: 21st Century Community Learning Center Grant over \$1 million

Materials: None

Staff Contact(s): Jason Helfer, Deputy Superintendent, Teaching and Learning
Marci Johnson, Director of Teaching and Learning

Purpose of Agenda Item

College and Career Readiness Division requests the Board to authorize the State Superintendent to award an increase of \$135,000 for the 21st Century Community Learning Center (21st CCLC) grant to Chicago Public Schools (CPS) District 299. The Cohort 2015 grant total for CPS will go from \$2.7 million to \$2.835 million.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

This grant supports all of the Board's goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, authorizes the establishment of the 21st CCLC program. The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that serve students who attend schools with a high concentration of low-income families.

ISBE awarded 87 21st CCLC grants on December 2, 2014. Citizen Schools Inc. was awarded one of those grants to serve Woodson South Elementary School in District 299. Citizen Schools Inc. served as the fiscal agent and CPS as the co-applicant. Citizen Schools Inc. chose not to continue the grant in fiscal year 2018 because its national office closed its Chicago office. CPS agreed to take on the grant and find a co-applicant to continue the scope of the grant as awarded. Youth Guidance agreed to be the co-applicant, with Chicago Public Schools serving as the fiscal agent.

Citizen Schools Inc. served 100 students in grades 5-8 in FY 2017. STEM, apprenticeships, and family engagement activities were offered. AmeriCorps volunteers helped to offer a range of high-quality educational, developmental, and enriching services for students that help to build the skills, attitudes, and beliefs that keep them on track for high school, college, and career success.

Financial Background

The grant for Citizens Schools Inc. was for \$135,000, which will now go to CPS. The amount for the Cohort 15 grants will increase from \$2.7 million to \$2.835 million in both FY 2018 and 2019, bringing the five-year grant total to \$13.77 million. This does not increase the overall total awarded. This request only increases the total award that CPS is receiving.

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

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY15	\$	\$2,700,000		\$	\$0.00	\$2,700,000
FY16	\$	\$2,700,000		\$	\$0.00	\$2,700,000
FY17	\$	\$2,700,000		\$	\$0.00	\$2,700,000
FY18	\$	\$2,835,000		\$	\$135,000	\$2,835,000
FY19	\$	\$2,835,000		\$	\$135,000	\$2,835,000
Total	\$	\$13,770,000				\$13,770,000

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Students at Woodson South Elementary School will receive services.

Cons: No services will be provided to the school.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to name Chicago Public Schools District 299 as the fiscal agent and Youth Guidance as the co-applicant for the 21st CCLC grant that serves Woodson South Elementary School.

Next Steps

Upon Board authorization, agency staff will enter into a grant agreement with Chicago Public Schools District 299.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Request for Sealed Proposals for the Evaluation of the IL-EMPOWER Statewide System of Support

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the lowest-cost responsible offeror with expertise in program evaluation for the purpose of conducting an annual evaluation of IL-EMPOWER. The total award will not exceed \$3 million over a five-year period (three-year initial contract with two one-year renewals).

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The IL-EMPOWER Evaluator Contract will support the following Board goals:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

IL-EMPOWER, which was approved as part of the Illinois Every Student Succeeds Act (ESSA) State Plan, is the statewide system of support that empowers schools with greater choice and voice in the school improvement process. Schools, districts, partners, and ISBE will work collaboratively to promote shifts in practice and build staff capacity.

IL-EMPOWER is focused on capacity development for statewide school support and it is required for those schools identified to receive comprehensive services. Schools that receive services will complete a needs assessment using multiple data sources that include the Illinois Balanced Accountability Measure and Equity Analysis with school data. The findings will guide the identification of priority areas to address in collaboration with external professional learning partner(s). Such partners are pre-approved by ISBE to offer specialized services in three major categories: Governance and Management, Curriculum and Instruction, and Safe and Healthy Climate. Each school identified for comprehensive services shall create a work plan for one year and then over three subsequent years develop, implement, and demonstrate sustainability of the plan.

IL-EMPOWER provides schools resources to address the needs of the whole child, recognizing the overlapping learning ecosystems with school and community. This holistic approach requires that ISBE, the school/district, and the Professional Learning Partners all work collaboratively to ensure that every child receives equitable resources and access to high-quality opportunities to ensure successful preparation for college or career readiness.

An annual evaluation is required to determine the ongoing impact of IL-EMPOWER on capacity development and improved student outcomes.

The Theory of Action for IL-EMPOWER serves as a guide for the alignment with strategies and defined outcomes. A mixed method design will be used whereby the following questions will be investigated:

1. To what extent does IL-EMPOWER address the need for school improvement, particularly for the 5 percent lowest-performing schools in the state?
2. How well does IL-EMPOWER align with ISBE's goals for student performance and implementation of the Illinois ESSA State Plan?
3. To what extent is IL-EMPOWER achieving intended outcomes in the short, medium and long term?
4. To what extent has IL-EMPOWER produced unintended consequences, both positive and negative?
5. What are the particular elements (needs assessments, Professional Learning Partners, school support managers, peer learning structures, holistic program designs, differentiated support, etc.) of IL-EMPOWER that are impacting student outcomes? How are these elements understood by schools and districts?
6. To what extent is IL-EMPOWER producing worthwhile results, including outputs and outcomes?
7. What is helping or hindering IL-EMPOWER strategies to achieve identified goals? What explains why some strategies work or do not work? In particular, does interaction between different strategies contribute to outcomes that are better, worse, or no different?
8. How do IL-EMPOWER Professional Learning Partners contribute to the achievement of outcomes in conjunction with other initiatives, programs, or services in schools?
9. How can IL EMPOWER achieve better results?

Key Deliverables:

- Mid-year and annual reports presented to the Illinois State Board of Education;
- Quarterly reviews in collaboration with ISBE staff;
- Regular (monthly) check-ins with ISBE program senior leaders and staff;
- Quarterly communication publications for public dissemination;
- Case studies of a subset of districts examining perceptions and practices for school improvement;
- Three year summative report;
- Summative report and the conclusion of the contract.

The successful bidder will possess expertise in large-scale program evaluation using differentiated research methods and have previous experience conducting meaningful, effective, and relevant inquiry projects.

Financial Background

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19	\$	\$600,000		\$	\$	\$600,000
FY20	\$	\$600,000		\$	\$	\$600,000
FY21	\$	\$600,000		\$	\$	\$600,000
FY22	\$	\$600,000		\$	\$	\$600,000
FY23	\$	\$600,000		\$	\$	\$600,000
Total	\$	\$3,000,000				\$3,000,000

Business Enterprise Program (BEP)

This solicitation will have a 20 percent BEP goal.

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

Policy Implications: None.

Budget Implications: The evaluation for IL-EMPOWER will be funded through Federal Title I funds.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: The contract will allow ISBE to evaluate the implementation and effectiveness of IL-EMPOWER.

Cons: N/A

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release a Request for Sealed Proposals for an annual evaluation of the IL-EMPOWER statewide system of support and to award a contract with an initial term of three years, with two potential renewals. The total estimated value of the contract will not exceed \$3 million.

Next Steps

Upon Board authorization, the State Superintendent will release an RFSP for the evaluation of the IL-EMPOWER statewide system of support and award a contract under the parameters set forth in this request.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Facilitating Coordination of Agricultural Education Grant

Staff Contact(s): Jason Helfer, Deputy Superintendent, Teaching and Learning
Marci Johnson, Director, Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to amend the Facilitating Coordination in Agricultural Education (FCAE) grant with an increase of \$700,000. This will increase the current grant agreement award amount from \$7.9 million to \$8.6 million over the five-year grant term (fiscal years 2017 – 21).

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

This project relates to the ISBE goals below.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

The FCAE grant is a key part of the Illinois agricultural education structure and supports local program improvement, curriculum development, teacher in-service, field support services, program coordination, pilot projects, and other important initiatives. The additional funds will be used to accomplish the goals of this grant by addressing the activities mentioned above as well as targeted professional development, student/teacher recordkeeping software for work-based learning projects, curriculum revision and development aligned with the Next Generation Science Standards (NGSS), local program facility improvements, and website and data reporting improvements.

Activities supported with grant funds are designed to meet the objectives outlined in the state's agricultural education plan titled *Illinois First Through Quality Agricultural Education: A Strategic Plan for Illinois Agricultural Education*. The FCAE project implements related activities, with advisement from the Governor-appointed Illinois Committee for Agricultural Education and the industry-based Illinois Leadership Council for Agricultural Education.

The Agricultural Education line item includes local program incentive grants, teacher recruitment and retention grants, the FCAE grant, and the Three Circles grant. This line item was increased

from \$1.8 million in FY 2017 to \$5 million in FY 2018. This additional \$3.2 million in funds were to cover the Three Circles grant. The Three Circles grant was distributed to districts through a formula to pay for personal services costs of agricultural education instructors beyond or outside of the nine-month contract in any given year. These funds were allocated by formula to districts. A total of 148 out of 333 districts with schools that have agriculture programs participated in this first year. Therefore, the entire allocation for this grant was not used in FY 2018. It is anticipated, however, that more districts will apply for the Three Circles grant in FY 2019. It is recommended that \$700,000 of the remaining FY 2018 unbudgeted line item funds be reallocated to the FCAE project.

FCAE plan to use these additional funds toward the following projects:

1. Teacher professional development for targeted areas of need for our teachers specific to agriculture.
2. Agriculture Experience Tracker statewide subscription (This is the new record book software for supervised agricultural experience programs used statewide by students for recordkeeping.)
3. NGSS agricultural curriculum development (a biology-type course)
4. Horticulture pathway curriculum revisions/updates
5. Ag program and facilities improvement partnerships
6. Website updates and data reporting tools

Financial Background

Funds to support the FCAE grant are primarily derived from the State Agricultural Education line item, although Career and Technical Education (CTE) funds are used to support CTE curriculum development. The amount to be awarded will not exceed \$2.28 million in FY 2018 and \$8.6 million over the five years of the grant. The grant agreement will be renewed on an annual basis in years 2 – 5 of the grant cycle, subject to sufficient appropriation of funds and a review of performance to determine satisfactory progress in the preceding grant period.

This state investment will enable the FCAE project to implement ISBE initiatives and partner with entities outside of government that yield important fiscal resources, such as matching funds and in-kind contributions. For example, local individuals, organizations, and businesses contributed matching funds in FY 2015 totaling more than \$2.463 million.

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

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY17	\$1,581,948	\$		\$	\$	\$1,581,948
FY18	\$1,578,052	\$		\$ 700,000	\$	\$2,278,052
FY19	\$1,580,000	\$		\$	\$	\$1,580,000
FY20	\$1,580,000	\$		\$	\$	\$1,580,000
FY21	\$1,580,000	\$		\$	\$	\$1,580,000
Total	\$7,900,000	\$				\$8,600,000

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

Policy Implications: Funding the FCAE project also supports the Agricultural Education model, which is recognized by ISBE as an effective model. Authorizing the State Superintendent to increase the FCAE grant agreement with the grantee on current agricultural education initiatives will address Section 2-3.80 of the School Code [105 ILCS 5/2-3.80] by making resources readily available for school districts to establish optional agricultural education programs. Authorization will also fulfill the objectives of the state's agricultural education plan by furthering the development of agricultural education curriculum, standards alignment, and program growth and improve the ability to prepare a workforce for the agriculture industry.

Budget Implications: Funding for the FCAE grant will draw funds from the state line items of Agricultural Education and Career and Technical Education, with an allocation in FY 2018 not to exceed \$2,278,052. Funds will be used to support current initiatives, such as local program improvement, curriculum development, teacher in-service, field support services, program coordination, pilot projects, and other important initiatives.

Legislative Action: None required.

Communication: The grantee will be notified of the grant increase for the current fiscal year to be used for current initiatives in agricultural education.

Pros and Cons of Various Actions

Pros: Approval would mean that funds from the State Agricultural Education line item will allow the effective and efficient use of unbudgeted funds for the current year so as to maintain the basic structure of the Agricultural Education model in supporting more than 345 local schools, parents, and communities; more than 40,000 teachers; and nearly 700,000 students, as well as aligning the curriculum to the Illinois Learning Standards. Approval supports a pipeline of potential employees for the Agriculture, Food, and Natural Resource industry – one of the largest industries in the state.

Cons: There are no cons apparent at this time.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to increase the award to the grantee by \$700,000 to \$2,278,052 in FY 2018 for the provision of the FCAE grant, with the total amount not to exceed \$8.6 million over the term of the five-year grant (fiscal years 2017-21).

Next Steps

Upon Board authorization, agency staff will contact the awardee of the increase so it can be budgeted for effective use.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SL*

Agenda Topic: Request for Sealed Proposals for the Administration of the Grade 3-8 Accountability Assessments

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the highest-scored successful offeror with expertise in the construction, administration, scoring, and reporting of large-scale assessments for the purposes of state and federal accountability in grades 3 through 8. The offeror must use assessment for readiness items to create comparable assessments for grades 3-8 that: meet all of the federal assessment requirements; benefit the students and teachers of Illinois by returning results in a timely manner; include native language options; connect results to a common scale across all assessments, including local assessments; and will lead to a comparable computer-adaptive testing structure. The total award will not exceed \$36 million for one year or a maximum of \$216 million over a six-year period (three-year initial contract, with three optional one-year renewals) covering activities from July 2018 – June 2024.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

The Assessment and Accountability Division is responsible for the administration and reporting of large-scale assessments of academic achievement for the purposes of federal accountability under the Every Student Succeeds Act (ESSA), which specifies that the assessments must be:

- Administered to all public elementary and secondary school students in the state.
- Aligned with challenging state academic standards and provide information about student attainment of such standards.
- Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding.

- Provide for the participation of all students through appropriate accommodations.
- Produce individual student interpretive, descriptive, and diagnostic reports regarding achievement on such assessments that allow parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students.
- Provide results to parents, teachers, and school leaders as soon as is practicable after the assessment is given in an understandable and uniform format.

This RFSP was written directly in response to stakeholder feedback about the outcomes most needed from the administration of a state accountability assessment. With that in mind, the RFSP calls for an offeror who will, at minimum, use at least an anchor set of assessment for readiness items, in combination with other test items as appropriate, to create comparable assessments for grades 3-8 that meet all of the federal assessment requirements, administer these tests, score them and report results, and report data to multiple parties. The RFSP calls for offers that maintain comparability with prior 3-8 assessment administrations and benefit the students and teachers of Illinois by returning results in a timely manner, include native language options, and will lead over time to a comparable computer-adaptive testing structure.

The PARCC exam was created with significant contributions from Illinois educators and is currently the first and only large-scale summative accountability assessment to fully meet federal assessment guidelines. Illinois intends to continue its commitment to the highest-quality assessment, while continuing to innovate to meet the needs of educators through the development, services, and supports in this RFSP. The assessment will improve and evolve, but the level of rigor; the majority of the test items; and the underlying skills, concepts, and standards being assessed will remain constant. Additionally, the standards set by the PARCC exam for accessibility and sensitivity to bias must be maintained and expanded.

The RFSP asks that offerors demonstrate the capacity to support multiple administrations of this assessment in fall and spring, with optional administrations in fall and a statewide summative administration in spring. The offeror must be able to return machine-scored results within one week of the close of the administration window and must be able to return human-scored results within one month of the close of the administration window. The offeror must explain how the data and reports will be shared with schools, districts, and families, including a final summative individual student report for parents. The offeror must also connect to and report all results on a common scale across all Illinois assessments, including local assessments.

The total maximum budget for this contract was estimated based on known assessment costs across the 50 states. A price of \$30 per student is a rounded average for online assessment (\$40 per student for paper assessments). The higher cost per student was used to calculate the maximum costs associated with this contract to reflect the increased development costs associated with this RFSP, specifically the item development costs associated with a transition to a computer adaptive model and increased native language assessment options.

Financial Background

This will be a competitively procured RFSP. Both ISBE and external reviewers to be recruited will include present and former 3-8 school building or district administrators, curriculum or assessment directors, English/language arts and mathematics department chairs, or staff from institutions that support education or institutions of higher education. The initial term of the contract will begin July 1, 2018, and extend through June 30, 2021. There will be three possible one-year renewal periods contingent upon sufficient appropriation and satisfactory performance in each preceding grant year, with a final end date of June 30, 2024. The estimated contract cost, including renewal, will not exceed \$216 million. The estimated maximum amount for this

contract is consistent with amounts budgeted for other assessments administered in grades 3 through 8, allowing for increased development costs.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19				\$36,000,000		\$36,000,000
FY20				\$36,000,000		\$36,000,000
FY21				\$36,000,000		\$36,000,000
FY22				\$36,000,000		\$36,000,000
FY23				\$36,000,000		\$36,000,000
FY24				\$36,000,000		\$36,000,000
Total				\$216,000,000		\$216,000,000

Business Enterprise Program (BEP)

A Business Enterprise Program goal is required. The BEP goal is 20 percent.

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

Policy Implications: Approval of the contract will allow ISBE to administer the highest-quality, most accessible assessment for the purposes of accountability, as required by the U.S.

Department of Education. Data from this assessment, if returned in a timelier manner, will allow for more informed curriculum and instructional decisions to be made in the field. Expanding accessibility and native language assessment options will increase equity for diverse students.

Budget Implications: This contract is presently anticipated to be funded through state funds and is consistent with amounts that have been budgeted in the past. Federal funds may also be utilized; exact allocation amounts to be determined, as appropriate, in future years.

Legislative Action: Recommended updates to the Illinois School Code are in the process of being made to reflect the changes to assessment and accountability as outlined in the ESSA State Plan for Illinois.

Communication: ISBE will post the RFSP to the Illinois Department of Central Management Services' Procurement Bulletin at <http://www.purchase.state.il.us>. Communication to recruit external evaluators will be disseminated through outreach to Illinois education stakeholder groups.

Pros and Cons of Various Actions

Pros: Release of the RFSP and award of this contract will allow ISBE to comply with federal accountability and assessment requirements under the Elementary and Secondary Education Act of 1965, as amended by ESSA. This RFSP is directly responsive to requests from and the stated values of the field and will allow Illinois to provide the highest-quality, most accessible assessment to all of its students.

Cons: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror for the purpose of entering into a contract for

the construction, administration, scoring, and reporting of a reading/language arts and mathematics assessment in grades 3 through 8 that maintains comparability to prior accountability assessments while improving delivery time, transitioning to a computer-adaptive model, and expanding native language assessment options. The contract would be a maximum six-year term (three-year initial contract, with three optional one-year renewal periods) beginning in July 2018 and ending June 2024. Funding would be up to \$36 million for each year contingent upon a sufficient appropriation, with a maximum total not to exceed \$216 million.

Next Steps

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release a RFSP in accordance with the approved motion and begin recruiting and training evaluators. After all responsible offers have been evaluated and scores tabulated, agency staff will award to the successful bidder.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *GL*

Agenda Topic: Waiver Report to the General Assembly

Materials: Waiver Report

Staff Contact: Jeff Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness

Purpose of Agenda Item

The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in September 2017, and to secure approval of the Spring 2018 Waiver Report for submission to the General Assembly before March 1, as required by law.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The waiver report is linked to the agency's mission and goals in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

Background Information

The Spring 2018 Waiver Report is the 46th report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 73 requests that seek to waive mandates of the School Code. These requests address:

- Non-resident tuition (31 requests);
- Physical education (14 requests);
- Limitation of administrative costs (13 requests);
- Driver education (11 total requests: six requests for fees and five requests for use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways);
- Publication of a school district's annual statement of affairs (four requests).

The State Superintendent has approved two requests that waive State Board rules pertaining to driver education since the Fall 2017 Waiver Report. (Note: Unlike requests for waivers of School Code provisions, which must go to the General Assembly, requests for modifications of the School Code and waivers of State Board rules can be granted by the State Superintendent.)

Analysis and Policy Implications

The enclosed waiver report details each of the waiver requests submitted by eligible applicants. The enactment of Public Act 100-0465 means 105 ILCS 5/18-8.05 has sunset in its entirety after the completion of the 2016-2017 school year. Because of this sunset, applicants seeking

waivers of 105 ILCS 5/18-8.05 were notified that their waiver request was no longer needed. Seven waivers for this section of the School Code were received, with two related to instructional time and five related to school improvement/in-service training.

Public Act 100-0465 also made changes to the approval of statutory waivers by the General Assembly. The General Assembly will no longer approve entire waiver reports. Pursuant to the Act:

The report shall be reviewed by a panel of 4 members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and
- (4) the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If 3 or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If less than 3 panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

Superintendent's Recommendation

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

The State Board of Education hereby forwards the 73 waiver requests summarized in the Spring 2018 Waiver Report to the General Assembly without comment.

Next Steps

Staff will submit the Spring 2018 Waiver Report as presented to the General Assembly before March 1, 2018.

M E M O R A N D U M

TO: The Honorable John J. Cullerton, Senate President
The Honorable William E. Brady, Senate Minority Leader/Designee
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Jim Durkin, House Minority Leader

FROM: Tony Smith, Ph.D.
State Superintendent of Education

DATE:

RE: Spring 2018 Waiver Report | Requests to Waive School Code Mandates

As required by Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. The report concludes with a database listing all of the requests received, organized by Senate and House districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the School Code [105 ILCS 5/1A-4] and applications that have been returned to school districts or other eligible applicants.

Pursuant to Section 2-3.25g (d) of the School Code [105 ILCS 5/2-3.25g (d)]:

The report shall be reviewed by a panel of four members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and
- (4) the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit a notice of further

consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The General Assembly may disapprove any waiver request submitted to the General Assembly pursuant to this subsection (d) in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the waiver request is submitted by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60 day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

To effectuate the law, memoranda detailing the following shall be submitted to the Illinois State Board of Education by each panel member:

- (1) Notice of specific waiver requests noticed for further consideration by the General Assembly; and
- (2) A statement indicating that all waiver requests included in the report, except for those listed above in (1), are returned to the State Board of Education for final action.

If you have any questions or comments, you may contact Cara Wiley, Director of Regulatory Support & Wellness, at (217) 782-8535.

cc: The Honorable Bruce Rauner, Governor
Tim Mapes, Clerk of the House
Tim Anderson, Secretary of the Senate
Legislative Research Unit
State Government Report Center

Executive Summary

The following report outlines waivers of School Code mandates that school districts, Regional Offices of Education, or special education or area vocational centers have requested since the last report, which was transmitted in October 2017. Pursuant to Section 2-3.25g of the School Code, these requests must be sent to the General Assembly before March 1, 2018.

Section I summarizes the 73 requests received for waivers of School Code mandates pursuant to Section 2-3.25g for consideration by the General Assembly. They are presented alphabetically by topic area. The largest number of applications received — 31 requests — seeks waivers from the requirements for non-resident tuition. Fourteen requests are related to daily physical education. Thirteen requests are related to administrative cost cap limitations. There are 11 requests for driver education. Six requests are for fees and five requests are for the use-of-other-practice driving methods in lieu of one or more of the required six hours of behind-the-wheel instruction in a dual control car on public roadways. Four requests are related to the publication of a school district's annual statement of affairs.

This document contains an additional section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with a list of the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon that the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code. The database also includes a list of the requests that have been returned to or withdrawn by the petitioning entities. Finally, the database includes the 72 waiver requests for the General Assembly's consideration and is organized by Senate and House districts.

Complete copies of the waiver requests for the General Assembly's consideration have been made available to legislative staff.

This report is the 46th report submitted pursuant to Section 2-3.25g of the School Code, which requires that State Board of Education staff compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.

Summary of Applications for Waivers and Modifications
Volume 46 – Spring 2018

Topic	Approved	Denied by SBE	Transmitted to GA	Withdrawn or Returned
Driver Education	2	0	11	0
Instructional Time	0	0	0	2
Legal School Holidays	0	0	0	1
Limitation of Administrative Costs	0	0	13	5
Non-resident Tuition	0	0	31	3
Physical Education	0	0	14	2
School Improvement/ In-service Training	0	0	0	5
Statement of Affairs	0	0	4	0
Petition Summary	2	0	73	18

TOTAL NUMBER OF APPLICATIONS: 93

SECTION I

Applications Transmitted to the General Assembly

Driver Education

Behind-the-Wheel Instruction

Lake Park CHSD 108 – DuPage (SD 23/HD 45) / Expiration: 2022-23 school year WM100-6409 (renewal) – Waiver of School Code (Section 27-24.3) request to allow the district to use a four-phase integrated system of over 45 hours of classroom, 10 hours of concentrated range driving, six hours of simulated visual perception training, and four hours of on street driving. The district states that this request will allow for students with varying levels of skills and challenges to have success and become safe users of our highway transportation system.

Community High School District 94 – DuPage (SD 25/HD 49) / Expiration: 2022-23 school year WM100-6415 (renewal) – Waiver of School Code (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators will allow students to experience and learn from unexpected and challenging experiences without placing them in the danger of actual traffic situations.

Naperville School District 203 – DuPage (SD 21/HD 41) / Expiration: 2022-23 school year WM100-6440 (renewal) – Waiver of School Code (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators gives students experiences such as collision avoidance, which cannot be replicated during the behind-the-wheel phase of driver education, and allows them to practice driving techniques like identifying and predicting potential problems they might encounter on the road.

Oak Park and River Forest High School District 200 – Cook (SD 39/HD 78) / Expiration: 2022-23 school year WM100-6461 (renewal) – Waiver of School Code (Section 27-24.3) request to allow the district to use computer simulators for 18 hours in lieu of 2.8 hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators will provide students with instruction meeting the standards promulgated by the Illinois School Code regarding overall quality instruction required for students in their overall skill and knowledge of driving.

East Aurora School District 131 – Kane (SD 42/HD 83) / Expiration: 2022-23 school year WM100-6476 (renewal) – Waiver of School Code (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators will allow the district to continue to maximize the number of students it can serve given the current full-time equivalents allowed to driver education.

Fee Limits

Lake Zurich CUSD 95 – Lake (SD 26/HD 51) / Expiration: 2022-23 school year
WM100-6428 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$400, to students who participate in the course, unless a student is unable to pay for such a course, in which even the fee for such student shall be waived.

New Trier Township HSD 203 – Cook (SD 9/HD 18) / Expiration: 2023-24 school year
WM100-6436 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$500. The district states that this request allows it to continue to deliver the driver education program with the quality and individual attention necessary to build a strong foundation for young drivers.

Elmhurst CUSD 205 – DuPage (SD 24/HD 47) / Expiration: 2022-23 school year
WM100-6442-0 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$325, to students who participate in the course, unless a student is unable to pay for such a course, in which even the fee for such student shall be waived.

Niles Township HSD 219 – Cook (SD 8/HD 15) / Expiration: 2022-23 school year
WM100-6458 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$500. The district states that this request allows it to make more efficient use of its funds.

Oswego CUSD 308 – Kane/Kendall/Will (SD 49/HD 97) / Expiration: 2022-23 school year
WM100-6481 – Waiver of School Code (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$400. The district states that this request allows it to meet the demand of its student population in a more cost-efficient manner and with the level of service necessary to maintain a high-quality program.

Elmwood Park CUSD 401 – Cook (SD 39/HD 79) / Expiration: 2022-23 school year
WM100-6487 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a reasonable fee, not to exceed \$300. The district states that the outcomes for success includes students who pass driver education and the improvement of academic success on the state assessments.

Limitation of Administrative Costs

Shiloh CUSD 1 – Edgar (SD 51/HD 102) / Expiration: 2017-18 school year
WM100-6414 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district raised the salary of the interim superintendent to align with and compare with other districts in the same county or area and retain the superintendent for continuity in its administration. The costs to raise the salary of the interim superintendent resulted in the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

Palos Heights SD 128 – Cook (SD 14/HD 27) / Expiration: 2017-18 school year
WM100-6416 – Waiver of School Code (Section 17-1.5) request to allow the district to

waive the limitation of administrative costs due to circumstances beyond its control. The district special education director position was moved from half time to full time, there was an accounting change for the superintendent's salary due to prior year portion of salary being charged to an area not reported on the limitation worksheet, and an increase in medical insurance premiums for four district administrative positions. These three situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

Maine Twp HSD 207 – Cook (SD 28/HD 55) / Expiration: 2017-18 school year
WM100-6430 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district changed the special education compliance coordinator job from half time to full time, changed the athletic director position from a 10-month position to a 12-month position, and experienced a need for additional stock in the district bookstore. These three situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

Yorkville CUSD 115 – Kendall (SD 25/HD 50) / Expiration: 2017-18 school year
WM100-6435 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district added a new assistant director for student services to support its special education programs, increased the salary and benefit costs for a student services coordinator, hired an additional dean of students to support the middle school's growing enrollment, hired an interim administrative assistant to fill in for an employee on maternity leave, had an employee elect to take district-offered benefits, and received a one-time rebate due to changing from a fully insured plan to a partially self-funded insurance plan. These five situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

Rankin School District 98 – Tazewell (SD 46/HD 91) / Expiration: 2017-18 school year
WM100-6450 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district employed a retired administrator as a part-time district superintendent during the same time it was employing a full-time superintendent. This change resulted an increase in the district's budgeted administrative costs for the 2015, 2016, and 2017 school years. The district's costs for FY 2018 exceeded those for FY 2017 by more than the 5 percent limitation.

Century CUSD 100 – Pulaski (SD 59/HD 118) / Expiration: 2017-2018 school year
WM100-6455 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district made a payout of unused vacation days to the outgoing superintendent. This was a contractual obligation that was one-time, unexpected, and unavoidable and caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

Rhodes SD 84.5 – Cook (SD 39/HD 78) / Expiration: 2017-18 school year
WM100-6456 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district states the actual central administrative costs incurred in FY 2017 were lower than anticipated. For this reason, the district's budgeted administrative costs for FY 2018

exceeded those for FY 2017 by more than the 5 percent limitation.

Harvard CUSD 50 – McHenry (SD 32/HD 63) / Expiration: 2017-18 school year WM100-6464 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a full-time director of special services for the 2017-18 school year following the retirement of the district superintendent who also served in this role. This addition caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

Peotone Community SD 207-U – Will/Kankakee (SD 40/HD 79) / Expiration: 2017-18 school year WM100-6472 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a full-time business manager in April 2017. Previously, the district had a business manager with a reduced contract, salary, and number of employment days. This change caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

St. George CCSD 258 –Kankakee (SD 17/HD 34) / Expiration: 2017-18 school year WM100-6488 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district exceeded the limitation due to the previous year's administrative costs being lower than expected due to a period in the middle of the superintendent's contract in which the normal disability insurance coverage was not paid and due to the resignation of the superintendent's administrative assistant. The district also increased the compensation package offered for the superintendent's administrative assistant job in order to fill the vacancy with a qualified candidate. The events caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

Galesburg Community SD 205 – (SD 47/HD 93) / Expiration: 2017-18 school year WM100-6490 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district exceeded the limitation due to additional expenditures, including personnel and business equipment that were required to administer an in-house special education program after withdrawing from the Knox-Warren Special Education Cooperative; and the hiring of additional deans' positions. For these reasons, the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

Jacksonville SD 117 – (SD 50/HD 100) / Expiration: 2017-2018 school year WM100-6491 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to the move of the district Pre-K Principal expenditure within the administrative cost functions. Additionally, the district discovered an error in reporting laptops to the wrong function, resulting in the need to amend and remove these costs from the administrative cost functions. For these reasons, the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

Prospect Heights SD 23 – (SD 27/HD 53) / Expiration: 2017-18 school year WM100-6494 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the

limitation of administrative costs due to circumstances beyond its control. The district exceeded the limitation due to a new part-time administrative support position; changes in the account for the superintendent secretary, administrative travel, and the treasurer bond; a contractually obligated retirement payment for the prior year superintendent; new costs for a mentoring program for the new superintendent; and prior year costs being lower than expected for the copier contract. All of these reasons resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

Non-resident Tuition

Calhoun CUSD 40 – Calhoun (SD 50/HD 100) / Expiration: 2022-23 school year
WM100-6410 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Paris Union SD 95 – Edgar (SD 51/HD 102) / Expiration: 2022-23 school year
WM100-6411 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

DuQuoin CUSD 300 –Perry (SD 58/HD 115) / Expiration: 2022-23 school year
WM100-6412 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Opdyke-Belle Rive CCSD 5 – Jefferson (SD 58/HD 115) / Expiration: 2022-23 school year
WM100-6413 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Newark CHS 18 – Kendall/Grundy/LaSalle (SD 38/HD 75) / Expiration: 2022-23 school year
WM100-6419 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time and part-time certified staff members of the district to attend its schools free of charge.

Monroe Elementary SD 70 – Peoria (SD 46/HD 92) / Expiration: 2022-23 school year
WM100-6426 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Malden CCSD 84 – Bureau (SD 38/HD 76) / Expiration: 2022-23 school year
WM100-6429 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Western CUSD 12 –Pike/Adams (SD 50/HD 100) / Expiration: 2022-23 school year
WM100-6432 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Vandalia CUSD 203 – Fayette (SD 54/HD 107) / Expiration: 2022-23 school year
WM100-6433 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Staunton CUSD 6 – Macoupin/Madison (SD 48/HD 95) / Expiration: 2022-23 school year
WM100-6434 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified employees of the district to attend its schools free of charge.

Central City School 133 – Marion (SD 54/HD 107) / Expiration: 2020-21 school year
WM100-6439 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Allendale CCSD 17 –Wabash (SD 55/HD 109) / Expiration: 2022-23 school year
WM100-6441 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Riverview CCSD 2 – Woodford (SD 37/HD 73) / Expiration: 2022-23 school year
WM100-6444 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers, administrators, and support staff of the district to attend its schools free of charge.

Bradley-Bourbonnais CHS 307 – Kankakee (SD 40/HD 79) / Expiration: 2022-23 school year
WM100-6445 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff members of the district to attend its schools free of charge.

Montmorency CCSD 145 – Whiteside (SD 36/HD 71) / Expiration: 2022-23 school year
WM100-6448 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers and employees of the district to attend its schools free of charge.

Pikeland CUSD 10 – Pike (SD 50/HD 100) / Expiration: 2022-23 school year
WM100-6449 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

East Peoria CHSD 309 – Tazewell (SD 46/HD 91) / Expiration: 2022-23 school year
WM100-6451 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

El Paso Gridley CUSD 11 –Woodford (SD 53/HD 106) / Expiration: 2022-23 school year
WM100-6452 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers, administrators, and support staff of the district to attend its schools free of charge.

Bushnell-Prairie City CUSD 170 – McDonough (SD 47/HD 93) / Expiration: 2022-23 school year WM100-6459 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

Hoopeston Area CUSD 11 – Vermillion (SD 53/HD 106) / Expiration: 2022-23 school year WM100-6460 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff members of the district to attend its schools free of charge.

Dallas ESD 327 – Hancock (SD 47/HD 94) / Expiration: 2022-23 school year WM100-6470 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

Brownstown CUSD 201 – Fayette (SD 54/HD 107) / Expiration: 2022-23 school year WM100-6471 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge

Milford Area Public Schools 124 – Iroquois (SD 53/HD 106) / Expiration: 2022-23 school year WM100-6473 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Centralia HS District 200 – Marion (SD 54/HD 107) / Expiration: 2022-23 school year WM100-6475 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Massac County Unit School District 1 – Massac (SD 59/HD 118) / Expiration: 2022-23 school year WM100-6477 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Heyworth CUSD 4 – McLean (SD 51/HD 101) / Expiration: 2022-23 school year WM100-6480 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed employees of the district to attend its schools free of charge.

Steeleville CUSD 138 – Randolph (SD 58/HD 116) / Expiration: 2022-23 school year WM100-6484 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

Olympia CUSD 16 – McLean (SD 44/HD 88) / Expiration: 2022-23 school year WM100-6486 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Bond County CUSD 2 – Bond (SD 54/HD 107) / Expiration: 2022-23 school year

WM100-6492 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

Farmington Central CUSD 265 – Peoria (SD 46/HD 91) / **Expiration: 2022-23 school year WM100-6493 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Jonesboro Elementary School District CCSD #43 – Union (SD 58/HD 115) / **Expiration: 2022-2023 school year WM100-6499 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed faculty of the district to attend its schools free of charge.

Physical Education

Community High School District 117 – Lake (SD 32/HD 64) / **Expiration: 2022-23 school year WM100-6427 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students from participation in physical education courses while participating in cheerleading and dance team (pom pon squad). If approved, the waiver will provide the benefit of time within the normal school day for students to enroll in elective courses that expand opportunities to learn.

Manteno CUSD 5 –Kankakee (SD 17/HD 34) / **Expiration: 2019-20 school year WM100-6431 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to exempt students in 11th and 12th grade who are active participants in Show Choir from the daily physical education requirement. If approved, students will have an opportunity to take an additional academic course to improve their preparedness for college and/or career.

Rock Falls ESD 13 – Whiteside (SD 36/HD 71) / **Expiration: 2022-23 school year WM100-6446 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to provide 30 minutes of physical education class every other day for students in grades K-5. At the K-5 level, physical education alternates daily with instruction from a music/fine arts specialist. In addition to physical education instruction with a specialist every other day, the K-5 students receive a total of 15-20 minutes of supervised recess daily. Additional instruction in the area of health and nutrition are covered by classroom instructor and the district's certified nursing staff. Extracurricular opportunities are provided throughout the school year through extracurricular programs.

Quincy Public SD 172 – Adams (SD 47/HD 94) / **Expiration: 2022-23 school year WM100-6454 – Waiver of School Code** (Section 27-6) request to allow the district to consider PE individually for K-5 students, if necessary to improve academic performance and only on a temporary basis; considered individually for 6-12 students, if necessary to improve academic performance on a temporary basis by semester; and for the following: 9th-10th students involved in interscholastic athletics; 11th students taking health class; students taking driver education or behind the wheel; students participating in cheer or poms; and students involved in short-term academic intervention or taking a needed academic course.

Plainfield CCSD 202 –Will (SD 49/HD 97) / Expiration: 2022-23 school year
WM100-6457 (renewal) – Waiver of School Code (Section 27-6) request to allow students in K-5 at 17 elementary schools to receive two days of physical education per week from a certified physical education specialist. They also receive one day per week of instruction covering a health/wellness curriculum. If approved, this waiver would allow the district to effectively and efficiently provide P.E. and health/wellness activities as well as instruction to students on a rotating basis.

Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year
WM100-6465 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to exempt students involved in the Sound, Lights and Sound FX choreographed competitive show choir programs from the state mandated enrollment in a physical education course.

Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year
WM100-6466 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to exempt pupils enrolled in grades 9 through 12 from engaging in a physical education course while enrolled in band courses. Students involved in the Sound, Lights and Sound FX choreographed competitive show choir programs would be exempted from the state-mandated enrollment in a physical education course. If approved, this waiver would allow students an opportunity to enroll in yearlong elective courses and unique STEM courses. These opportunities maintain current academic programming, as well as provide increased flexibility for students to receive academic interventions, leading to improved student performance and an increase in both graduation rates and college readiness, while students can simultaneously pursue musical instruction.

Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year
WM100-6467 – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grade 10 from 18 weeks of daily physical education in order to be enrolled in a two-phase driver education program that includes both classroom and behind-the-wheel instruction. If approved, students affected by this waiver will be able to enroll in a foreign language, fine arts, or a second math or science class, thereby completing all the necessary graduation and college entrance requirements.

Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year
WM100-6468 – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grade 11 through 12 receiving vocational classes at the Lake County High Schools Technology Campus from the daily physical education requirement. If approved, students affected by this waiver will be able to enroll in a foreign language, fine arts, or a second math or science class, thereby completing all the necessary graduation and college entrance requirements.

Mundelein CHSD 120 –Lake (SD 30/HD 59) / Expiration: 2022-23 school year
WM100-6469 – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grade 9 through 12 receiving academic intervention programs in English, reading, or math from the daily physical education requirement. If approved, the waiver would allow the district increased flexibility to provide academic interventions and opportunities to its students and improve student performance by increasing both graduation and college enrollment rates.

Freeport SD 145 –Stephenson (SD 45/HD 89) / Expiration: 2019-20 school year
WM100-6479 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to exempt students in 11th and 12th grade who demonstrate ongoing participation in show choir and to allow students who participate in marching band to be excused from physical education class during the time that they are enrolled in a marching band class. If approved, students will have an opportunity to complement the exercise they are already receiving with coursework in other areas of the student's interest, including, but not limited to, fine arts and career preparation.

Waukegan CUSD 60 –Lake (SD 30/HD 60) / Expiration: 2022-23 school year
WM100-6495 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to provide one session of physical education every fourth day for 46 minutes for grades K-5. This request is based upon the need to continue to maximize the instructional time to the core subjects of language arts and mathematics. Classroom teachers will also be encouraged to use "brain break" activities that incorporate physical activity throughout the school day. Several of the elementary schools also offer before- and after-school physical activity clubs and the district has initiated a sports program at each elementary school to give students an opportunity to increase their physical activity.

Lake Villa Community Consolidated SD 41 –Lake (SD 32/HD 64) / Expiration: 2022-23 school year
WM100-6496 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to provide physical education one time per week for 40 minutes for students at the K-6 levels. The district's request is based on current economic challenges within the district and the elimination of staff positions and an elementary building. Student in K-6 will also receive daily recess and every effort will be made by regular education staff to provide structured activities that require movement and fitness for students in K-6.

East St. Louis District 189 –St. Clair (SD 57/HD 114) / Expiration: 2019-20 school year
WM100-6497 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse pupils enrolled in grades 11 and 12 from engaging in physical education courses in order to attend academic elective courses for postsecondary preparation. The requested waiver will facilitate improved student performance on college entrance exams.

Statement of Affairs

Carrollton CUSD 1 – Greene (SD 50/HD 100) / Expiration: 2022-23 school year
WM100-6447– Waiver of School Code (Section 10-17) request to allow the district not to prepare and publish in the newspaper a "statement of affairs," thus saving the district approximately \$850 per year and \$4,250 over the course of five years. The district will instead publish its annual statement of affairs summary on the district's website, submit the ASA to the State Board of Education for posting on the agency's website annually, and retain copies of the ASA in the school district's/joint agreement's administrative office.

Huntley CSD 158 – McHenry (SD 33/HD 66) / Expiration: 2018-19 school year
WM100-6462 (renewal) – Waiver of School Code (Section 10-17) request to allow the district not to prepare and publish in the newspaper a "statement of affairs," thus saving the district approximately \$6,000. The district will instead publish its annual statement of affairs report on the district's website. The public will become aware of the availability of this report through the local media as well as the district's community newsletter.

Woodland CUSD 5 – Livingston/Lasalle (SD 53/HD 106) / Expiration: 2022-23 school year WM100-6483– Waiver of School Code (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$1,000 to \$1,500 annually. The district will instead publish its annual statement of affairs summary on the district’s website, send out an all-district email, post a link on Twitter and Facebook pages, describe the process at local meetings and events, and post hard copies outside the superintendent’s office.

North Greene Unit District 3 – Greene (SD 50/HD 100) / Expiration: 2022-23 school year WM100-6485– Waiver of School Code (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district at least \$850 per year and \$4,250 over the course of five years. The district will instead publish its annual statement of affairs summary on the district’s website, submit the ASA to the State Board of Education for posting on the agency’s website annually, and retain copies of the ASA in the school district’s/joint agreement’s administrative office.

SECTION II

Waiver and Modification Database

Requests received during this waiver cycle are presented numerically by Senate and House district and then alphabetically by school district or eligible applicant. The “action” to be taken or already taken for each request is noted; that is, requests for waivers upon which the General Assembly must act are noted as “GA Action”; modifications already acted upon by the State Superintendent of Education in accordance with Section 1A-4 of the School Code are noted as “Approved/SBE” or “Denied/SBE”; and requests that were returned for one or more of the following reasons: “Returned”, “Ineligible”, “NWN” (no waiver needed),” or “Withdrawn.”

Legislative Districts	Number	School District	County	Code Citation ¹	Description	Action	Subject	Expiration ²
8/15	6458	Niles Township HSD 219	Cook	27-24.2	Driver ed, increase fee up to \$500	GA Action	Driver Ed	2023
9/18	6436	New Trier Township HSD 203	Cook	27-24.2	Driver ed, increase fee up to \$500	GA Action	Driver Ed	2024
9/18	6437	New Trier Township HSD 203	Cook	18-8.05(F)(2)(d)(2)	In-service, paired days in a row, more than 3 hours but less than 5 hrs, max 4 per year-waive the requirement that minutes must be accumulated between the regularly scheduled sessions for staff development of more than three hours but less than five	Returned/NWN	In-service	2024
14/27	6416	Palos Heights128	Cook	17-1.5	Admin cap; change from part-time to full-time Special Education Director	GA Action	Admin Cap	2018
17/34	6431	Manteno CUSD 5	Kankakee	27-6	PE, none 11-12, show choir	GA Action	P.E.	2020
17/34	6488	St. George CCSD 258	Kankakee	17-1.5	Admin cap; superintendent contract included disability insurance coverage benefit, administrative assistant resigned in 2016-17 and had a vacancy for more than a month until after the start of 2017-18, increased administrative assistant salary and benefit package when position was filled	GA Action	Admin Cap	2018
21/41	6440	Naperville SD 203	DuPage	27-24.3	Driver ed, simulators, 12 hrs in lieu of 3 hrs BTW	GA Action	Driver Ed	2023
23/45	6409	Lake Park CHSD 108	DuPage	27-24.3	Driver ed, simulators 6 hr, range 10 hr, BTW 4 hr	GA Action	Driver Ed	2023
24/47	6442-0	Elmhurst CUSD 205	DuPage	27-24.2	Driver ed, increase fee up to \$325	GA Action	Driver Ed	2023
24/47	6442-1	Elmhurst CUSD 205	DuPage	252.30(a)(3)	Driver ed; calculate personnel costs in setting fee	Approved/ISBE	Driver Ed	2023

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Legislative Districts	Number	School District	County	Code Citation ¹	Description	Action	Subject	Expiration ²
25/49	6415	Community High School 94	DuPage	27-24.3	Driver ed; simulators, 12 hours in lieu of 3 hrs BTW	GA Action	Driver Ed	2023
25/49	6435	Yorkville CUSD 115	Kendall	17-1.5	Admin cap; primarily due to dissolution of Kendall County Special Ed Cooperative-addition of full-time Assistant Director for Student Services, increase in salary and benefits of Student Services Coordinator, addition of middle school dean, addition of interim administrative assistant during maternity leave, increase in benefit costs for employee, one-time rebate with insurance plan change	GA Action	Admin cap	2018
26/51	6428	Lake Zurich CUSD 95	Lake	27-24.2	Driver ed; increase fee up to \$400	GA Action	Driver Ed	2023
26/51	6482	Oak Grove School District 68	Peoria	17-1.5	Admin cap; in the past a single person was in the role of superintendent/principal. In 2017-18 the district hired a principal and a superintendent	Returned/Ineligible	Admin cap	2018
27/53	6494	Prospect Heights School District 23	Cook	17-1.5	Admin cap; retirement of superintendent secretary who had split duties and hired replacement with 100% duties and time-charging, hired a part-time receptionist/registrar, superintendent retirement bonus, newly hired superintendent mentor program, travel for assistant superintendent, payment of treasurer's bond	GA Action	Admin cap	2018
28/55	6424	Maine Township High School District 207	Cook	18-8.05(F)(1)	60% instructional time to be traditional definition of "seat time"/and 40% of the time virtual instruction	Returned/NWN	Instructional Time	2022
28/55	6430	Maine Township High School District 207	Cook	17-1.5	Admin cap; increase special ed compliance administrator from .5 to 1.0, increased athletic director from 10 months to 12 months, bookstore (internal services) increased supply line for PE uniforms	GA Action	Admin cap	2018
29/58	6423	Deerfield Public School District 109	Lake	17-1.5	Admin cap; market adjustment for junior administrators and entered into agreement with District Management Group	Withdrawn by District	Admin cap	2018
30/59	6465	Mundelein Consolidated HSD 120	Lake	27-6	PE, none for ongoing participation in show choir program	GA Action	P.E.	2023

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Legislative Districts	Number	School District	County	Code Citation ¹	Description	Action	Subject	Expiration ²
30/59	6466	Mundelein Consolidated HSD 120	Lake	27-6	PE, none for students grades 9-12 enrolled in band courses	GA Action	P.E.	2023
30/59	6467	Mundelein Consolidated HSD 120	Lake	27-6	PE; none for students in grade 10 for 18 weeks while enrolled in two-phase driver education	GA Action	P.E.	2023
30/59	6468	Mundelein Consolidated HSD 120	Lake	27-6	PE; none for students in grades 11 and 12 receiving vocational classes at Lake County HS Technology Campus	GA Action	P.E.	2023
30/59	6469	Mundelein Consolidated HSD 120	Lake	27-6	PE; none for students in grades 9-12 receiving academic intervention programs in English, Reading or Math	GA Action	P.E.	2023
30/60	6495	Waukegan CUSD 60	Lake	27-6	PE, limited to one session every 4th day for grades K-5	GA Action	P.E.	2023
31/62	6438	Round Lake Area SD 116	Lake	18-8.05(F)(2)(d)(2)	In-service, 4 full-day sessions instead of 4 half-day sessions, bank time	Returned/NWN	In-service	2023
32/64	6427	Community High School District 117	Lake	27-6	PE; none 11-12 ongoing cheer or poms	GA Action	P.E.	2023
32/64	6496	Lake Villa CCSD 41	Lake	27-6	PE, 1x per week for 40 min for K-6 + recess, inadequate staff/facilities	GA Action	P.E.	2023
32/63	6464	Harvard CUSD 50	McHenry	17-1.5	Admin cap; district hired a full-time Director of Special Services for the 2017-18 school year which increased administrative expenditures	GA Action	Admin Cap	2018
33/65	6478	Community Unit SD 300	Kane	18-8.05(F)(1)	Continuation of virtual education program to supplement current high school curriculum. Students would have the flexibility of completing 40% of coursework on a different medium, at their pace and in own environments	Returned/NWN	Instructional Time	2023
33/66	6462	Huntley CSD 158	McHenry	10-17	Statement of affairs, not publish, on website	GA Action	Statement of Affairs	2019
35/69	6418	Hononegah CHSD 207	Winnebago	18-8.05(F)(2)	In-service, 2 full days school improvement, bank	Returned/NWN	School Improvement	2023
36/71	6417	Carbon Cliff-Barstow 36	Rock Island	17-1.5	Admin cap; part-time administrative assistant changed to full-time due to increased job duties. Salary and benefits increased over 5%	Withdrawn by district	Admin Cap	2018
36/71	6448	Montmorency CCSD 145	Whiteside	10-20.12a	Tuition, none for children of full-time teachers and employees	GA Action	Tuition	2023

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Legislative Districts	Number	School District	County	Code Citation¹	Description	Action	Subject	Expiration²
36/71	6446	Rock Falls ESD 13	Whiteside	27-6	PE; every other, 30m, k-5; for more academics	GA Action	P.E.	2023
37/73	6444	Riverview CCSD 2	Woodford	10-20.12a	Tuition, none for full-time employees (teachers, administrators, and support staff) K-8	GA Action	Tuition	2023
37/74	6408	Bureau Valley CUSD 340	Bureau	27-6	PE; 3x, 25m, K-5; more time on academics	Withdrawn/waiver not needed	P.E.	2020
38/75	6419	Newark Community HS 18	Kendall/ Grundy/ LaSalle	10-20.12a	Tuition, none for children of full-time and part-time certified staff members	GA Action	Tuition	2023
38/75	6498	Newark CCSD 66	Kendall	10-20.12a	Tuition; none for children of full-time and part-time certified staff members	Returned/Ineligible	Tuition	2023
38/76	6429	Malden CCSD 84	Bureau	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
39/78	6487	Elmwood Park CUSD 402	Cook	27-24.2	Driver ed, increase fee up to \$300	GA Action	Driver Ed	2023
39/78	6461	Oak Park River Forest 200	Cook	27-24.3	Driver ed, simulators 18 hr in lieu of 2.8 hr BTW	GA Action	Driver Ed	2023
39/78	6456	Rhodes SD 84.5	Cook	17-1.5	Admin cap; actual central administrative costs are higher, particularly the superintendent's salary and medical benefits	GA Action	Admin Cap	2018
40/79	6445	Bradley-Bourbonnais CHS	Kankakee	10-20.12a	Tuition, none for children of full-time staff members	GA Action	Tuition	2023
40/79	6472	Peotone CSD 207U	Will/ Kankakee	17-1.5	Admin cap; the district hired a full-time business manager in April 2017 following a reduced business manager contract, salary and number of employment days	GA Action	Admin Cap	2018
42/83	6476	East Aurora SD 131	Kane	27-24.3	Driver ed, simulator 12 hrs, 3 hr BTW	GA Action	Tuition	2023
43/85	6474	Lockport Township HSD 205	Will	252.30(a)(3)	Driver ed, calculate personnel costs in setting fee	Approved/ISBE	Driver Ed	2020
44/88	6486	Olympia CUSD 16	McLean	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
45/89	6479	Freeport SD 145	Stephenson	27-6	PE; none for students in grades 11-12 participating in ongoing show choir program and none for students in marching band while participating in marching band	GA Action	P.E.	2023
46/91	6451	East Peoria CHSD 309	Tazewell	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023

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Legislative Districts	Number	School District	County	Code Citation ¹	Description	Action	Subject	Expiration ²
46/91	6493	Farmington Central CUSD 265	Peoria	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
46/91	6450	Rankin SD 98	Tazewell	17.15	Admin cap; district chose to move from a part-time superintendent to a full-time superintendent	GA Action	Admin Cap	2018
46/92	6426	Monroe ESD 70	Peoria	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
47/93	6459	Bushnell-Prairie City CUSD 170	McDonough	10-20.12a	Tuition, none for children of certified employees	GA Action	Tuition	2023
47/93	6490	Galesburg CSD 205	Knox/Warren	17-1.5	Admin cap; separation from the Knox-Warren Special Education Cooperative beginning in the 2017-18 school year. Absorbed full cost of FT special education director and two coordinators, assumed executive administrative service costs	GA Action	Admin Cap	2018
47/94	6470	Dallas ESD	Hancock	10-20.12a	Tuition, none for children of staff members	GA Action	Tuition	2023
47/94	6489	Mendon CUSD 4	Adams	17-1.5	Admin cap; district hired a full-time superintendent to replace a part-time interim superintendent	Returned/Ineligible	Admin Cap	2018
47/94	6454	Quincy Public SD 172	Adams	27-6	PE, considered individually for K-5 if necessary to improve academic performance and only on a temporary basis, considered individually for 6-12 if necessary to improve academic performance on a temporary basis by semester, and for the following: 9-10 involved in interscholastic athletics; 11th taking health class; students taking driver ed or BTW; students participating in cheer or poms and students involved in short-term academic intervention or taking a needed academic course.	GA Action	P.E.	2023
48/95	6434	Staunton CUSD 6	Macoupin/Madison	10-20.12a	Tuition, none for children of full-time certified employees	GA Action	Tuition	2023
49/97	6481	Oswego CUSD 308	Kane/Kendall/Will	27-24.2	Driver ed, increase fee up to \$400	GA Action	Driver Ed	2023
49/97	6457	Plainfield Community Consolidated SD 202	Will	27-6	PE; K-5 at elementary schools 2 days of PE and one day of health/wellness instruction	GA Action	P.E.	2023

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Legislative Districts	Number	School District	County	Code Citation¹	Description	Action	Subject	Expiration²
50/100	6410	Calhoun CUSD 40	Calhoun	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
50/100	6447	Carrollton CUSD 1	Greene	10-17	Statement of affairs, not publish, on website	GA Action	Statement of Affairs	2023
50/100	6491	Jacksonville SD 117	Morgan/ Greene	17-1.5	Admin cap; an additional administrative position (Pre-K Principal) was added to Function 2320 for FY 17-18	GA Action	Admin Cap	2018
50/100	6463	Jersey CUSD 100	Jersey/Greene	18-8.05(F)(2)(d)(2)	In-service, 3 full day sessions instead of 6 half-day sessions, bank time	Returned/NWN	In-service	2023
50/100	6485	North Greene Unit District 3	Greene	10-17	Statement of affairs; not publish, on website, retain copies at district office	GA Action	Statement of Affairs	2023
50/100	6449	Pikeland CUSD 10	Pike	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
50/100	6432	Western CUSD 12	Pike and Adams	10-20.12a	Tuition, none for children of employees	GA Action	Tuition	2023
51/101	6480	Heyworth CUSD 4	McLean	10-20.12a	Tuition, none for children of full-time licensed employees	GA Action	Tuition	2023
51/102	6411	Paris Union SD 95	Edgar	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
51/102	6414	Shiloh CUSD 1	Edgar	17-1.5	Admin cap; interim superintendent salary increased over the 5%	GA Action	Admin Cap	2018
52/103	6425	Champaign CUSD 4	Champaign	27-6	PE; allow freshman/sophomores who actively participate in IHSA sanctioned interscholastic athletics to opt out of PE class	Withdrawn by district	P.E.	2023
53/106	6452	El Paso Gridley CUSD 11	Woodford	10-20.12a	Tuition, none for children of full-time employees (teachers, administrators, and support staff) K-12	GA Action	Tuition	2023
53/106	6453	El Paso Gridley CUSD 11	Woodford	17-1.5	Admin cap; superintendent salary not reflected in most transparent way, need to accurately reflect administrative spending	Withdrawn by district/waiver not needed	Admin Cap	2018
53/106	6460	Hoopeston Area Community Unit SD 11	Vermillion	10-20.12a	Tuition, none for children of full-time staff members	GA Action	Tuition	2023
53/106	6473	Milford Area Public Schools 124	Iroquois	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
53/106	6483	Woodland CUSD 5	Livingston/ LaSalle	10-17	Statement of affairs, not publish, on website, all district email, post to Twitter and Facebook, presenting at local meetings and hard copies at the district	GA Action	Statement of Affairs	2023

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Legislative Districts	Number	School District	County	Code Citation¹	Description	Action	Subject	Expiration²
54/107	6492	Bond County CUSD 2	Bond	10-20.12a	Tuition, none for children of full-time certified employees	GA Action	Tuition	2023
54/107	6471	Brownstown CUSD 201	Fayette	10-20.12a	Tuition, none for children of all employees	GA Action	Tuition	2023
54/107	6439	Central City School 133	Marion	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2021
54/107	6475	Centralia HSD 200	Marion	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
54/107	6420	Vandalia CUSD 203	Fayette	10-20.12a	Tuition, none for children of full-time employees	Returned/Ineligible	Tuition	2023
54/107	6421	Vandalia CUSD 203	Fayette	24-2	Holidays (A .Lincoln, C. Pulaski, C. Columbus,-student attendance, P/T, in-service or institute)	Withdrawn by district/waiver not needed	Holidays	2022
54/107	6433	Vandalia CUSD 203	Fayette	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
55/109	6441	Allendale CCSD 17	Wabash	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
57/114	6497	East St. Louis SD 189	St. Clair	27-6	PE, none, 11-12, for 1-sem college exam prep course	GA Action	P.E.	2020
58/115	6412	DuQuoin CUSD 300	Perry	10-20.12a	Tuition, none for children of staff members	GA Action	Tuition	2023
58/115	6499	Jonesboro El. SD. CCSD #43	Union	10-20.12a	Tuition, none for children of full-time licensed faculty	GA Action	Tuition	2023
58/115	6413	Opdyke-Belle Rive CCSD 5	Jefferson	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023
58/116	6422	Sparta Community Unit District 140	Randolph	10-20.12a	Tuition, none for children of full-time district employees	Returned/Ineligible	Tuition	2023
58/116	6484	Steeleville CUSD 138	Randolph	10-20.12a	Tuition, none for children of certified employees	GA Action	Tuition	2023
59/117	6443	Carterville CUSD 5	Williamson	18-8.05(F0(2)(d)(2)	In-service, 1 full instead of 2 half, bank	Returned/NWN	In-service	2023
59/118	6455	Century CUSD 100	Pulaski	17-1.5	Admin cap; one-time payout of unused vacation days to the outgoing superintendent as part of a contractual obligation	GA Action	Admin Cap	2018
59/118	6477	Massac County Unit School District 1	Massac	10-20.12a	Tuition, none for children of full-time employees	GA Action	Tuition	2023

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ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: 2017 Illinois Science Assessment Results

Materials: 2017 Results Table

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The 2017 Illinois Science Assessment (ISA) results have been finalized and are ready to be shared with the Board.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Illinois Science Assessment is a federally required assessment of science and supports the following area of the State Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

The ISA is given to students in grade 5 and grade 8 and to students who are enrolled in a high school biology course but do not already have a full-year biology credit. It was administered for the second time in 2017. The participation rate increased from 93.1 percent to 94.4 percent. Scores overall are down just slightly in all grades and across almost all subgroups. It is not clear at this time, with only two years of data, whether or not this is a trend or an isolated data point. This is particularly the case knowing that some schools and districts saw better scores, while others saw scores that were lower.

Schools and districts had access to student score data on January 29, 2017. A process of data finalization and quality control that was identical to the 2016 process was followed before school and district summary reports were released on February 5, 2018. ISBE previewed the state-level results to the public on February 9 in the Board packet that was posted online. ISBE will release all of the aggregate results on the ISBE website at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx> and via a press release after the Board meeting on February 14. The 2017 Illinois Report Card will incorporate the 2017 ISA results in October 2018.

Table 1. 2017 Illinois Science Assessment Results (Percent Proficient)

Grade or Subject	All	EL	Not EL	IEP	Not IEP	Low Income	Not Low Income
Grade 5	54.1	13.6	57.4	23.3	58.9	39.2	70.3
Grade 8	58.9	17.8	61.2	23.1	64.0	44.9	72.2
Biology	40.2	5.6	42.2	10.8	43.5	23.4	53.0

Note: These are the percentage of students in each demographic group considered proficient and will not add up to 100 percent. Full demographic results are included as an attachment.

Scores decreased slightly, but the pattern of performance across grade levels remained consistent. Moderate differences between grades 5 and 8 are not as concerning as the difference at the high school level. As before, there are multiple possible contributing factors, including, but not limited to, systemic challenges moving to integrated, standards-aligned curriculum at the high school level; increased complexity of the analysis and the synthesis required to solve problems at the high school level; and possible differences in the tested pool of students¹. We are pleased to see indications that the results are promoting conversations about science instruction between parents and educators.

The Illinois Learning Standards for science, which incorporate the Next Generation Science Standards, are rich, complex, and three-dimensional. They pose exciting challenges to traditional assessment and opportunities to inform the classroom. One way ISBE can support schools and districts in their implementation of the science learning standards is through the development of high-quality curriculum and formative assessment resources. Illinois educators were instrumental in creating the Partnership for Assessment of Readiness for College and Career exam, the only large-scale summative accountability assessment to fully meet federal assessment guidelines. Engaging Illinois teachers deeply in the development of a valid, reliable, and useful assessment that captures the breadth and depth of the standards will not only improve the Illinois Science Assessment, but also build the capacity of the field and produce resources that will support richer formative assessment in the classroom.

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

Policy Implications: These results help ISBE, districts, and schools to analyze performance for all students to determine areas of strength and improvement, as well as target areas for growth.

Budget Implications: None anticipated.

Legislative Action: None anticipated.

Communication: ISBE's Illinois Science Assessment webpage will continue to provide communication resources regarding the 2017 results.

Pros and Cons of Various Actions

No action is required.

Superintendent's Recommendation

No recommendation is required.

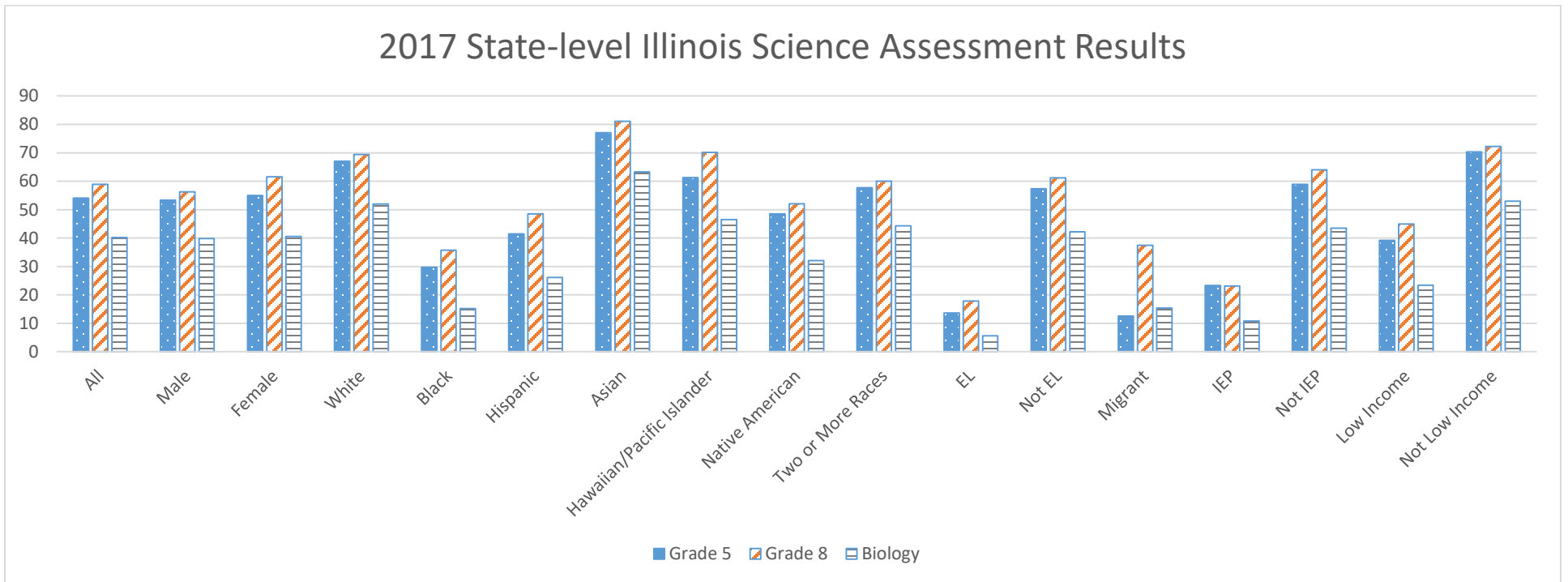
Next Steps

Upon Board review, agency staff will make the 2017 Illinois Science Assessment results for schools and districts available at <https://www.isbe.net/ISA> in an easily downloadable format and inform stakeholders of its availability.

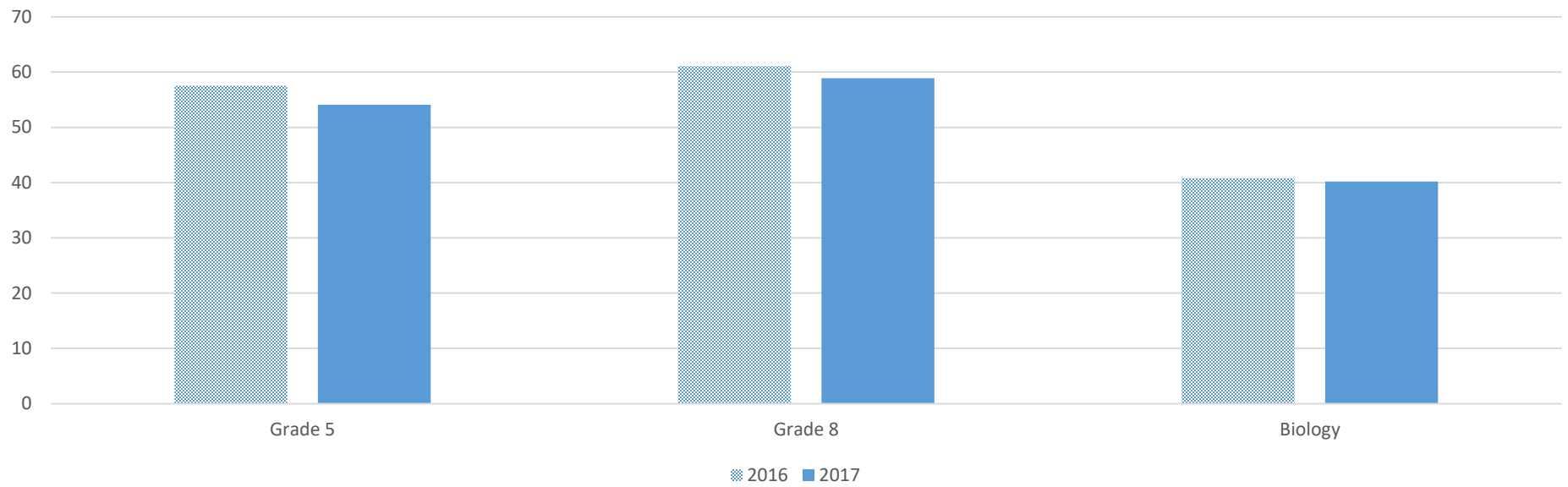
¹ Grades 5 and 8 assess the entire student population, whereas high school biology is typically a student-selected course meant to fulfill a broader science requirement.

2017 State-level Illinois Science Assessment Results

Grade or Subject	All	Mean	Male	Female	White	Black	Hispanic	Asian	Hawaiian / Pacific Islander	Native American	Two or More Races	EL	Not EL	Migrant	IEP	Not IEP	Low Income	Not Low Income
Grade 5	54.1	298	53.3	55.0	67.0	29.7	41.5	77.1	61.3	48.5	57.7	13.6	57.4	12.5	23.3	58.9	39.2	70.3
Grade 8	58.9	300	56.3	61.6	69.4	35.7	48.5	81.1	70.1	52.1	60.0	17.8	61.2	37.5	23.1	64.0	44.9	72.2
Biology	40.2	300	39.8	40.6	52.0	15.2	26.1	63.3	46.5	32.1	44.3	5.6	42.2	15.4	10.8	43.5	23.4	53.0



2017 and 2016 Illinois Science Assessment Results by Grade or Subject



ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Karen Corken, First Deputy Superintendent *KAC*

Agenda Topic: 2018 Legislative Session Update

Materials: None

Staff Contact(s): Amanda Elliott, Co-Director of Legislative Affairs
Sarah Hartwick, Co-Director of Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to give an update to the Board on the 2018 spring legislative agenda.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

Licensure

- HB 4162 (Scherer) provides that a school board may require new substitute teachers to show evidence of physical fitness to perform duties assigned and shall require new substitute teachers to show evidence of freedom from communicable disease. Provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider).
- HB 4167 (Parkhurst) allows a student enrolled in an educator preparation program at a regionally accredited institution of higher education to apply for a substitute teaching license if the student has earned at least 90 credit hours at that institution (rather than requiring all applicants to hold a bachelor's degree or higher).

- HB 4206 (Bennett) allows for the issuance of a Professional Educator License endorsed in a teaching field or school support personnel area to an applicant who has not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education if he or she provides evidence of completing a comparable state-approved educator preparation program, as defined by the State Superintendent of Education, among other conditions.
- HB 4280 (Pritchard) requires the State Board of Education to establish and maintain the Growing Future Educators Program to train high school graduates who at one time have been identified as English Learners and who are enrolled in an approved educator preparation program, among other qualifications, to become secondary language educators. Provides that each school district that chooses to participate in the program shall partner with one public, regionally accredited institution of higher education in Illinois that offers a pre-approved educator preparation program and each qualified high school graduate participating in the program through the district must be enrolled at that institution in its educator preparation program. Provides that for each semester that a qualified high school graduate is participating in the program, the State Board shall issue the person a paraprofessional educator endorsement on an Educator License with Stipulations and the person must be employed as a part-time employee by the participating district as a paraprofessional working under the supervision of a district employee with a Professional Educator License.

School Choice

- HB 4227 (Sosnowski) amends the Invest in Kids Act. Provides that the term "qualified school" also means a nonpublic school that has been registered with the State Board of Education for at least one year and is currently seeking the status of "Nonpublic School Recognition" from the State Board of Education under the School Code.
- SB 2236 (Bertino-Tarrant) Amends the Invest in Kids Act. Provides that no credits may be awarded under the Act for any taxable year that begins in a state fiscal year for which the minimum statutory funding level is not met. Provides that the carry-forward period for those credits shall be suspended for any taxable year that begins in a state fiscal year for which the minimum statutory funding level is not met. Requires the State Board of Education to determine whether or not the state has met the minimum funding level for the fiscal year and to transmit a copy of the determination to the Department of Revenue.

ISBE

- HB 4284 (Chapa LaVia) provides that, for State Board of Education appointments made after the effective date of the amendatory Act, three of the members of the State Board must represent the educator community. Sets forth the qualifications for these members and makes other changes with regard to the qualifications of members of the State Board.
- HB 4369 (Sommer) provides that the State Board of Education shall develop and maintain a handbook to be made available on its website that provides guidance for pupils, parents or guardians, and teachers on the subject of dyslexia. Specifies handbook requirements. Provides that the State Board shall review the handbook once every four years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook.

School Districts

- HB 4119 (Wheeler, B) removes a provision of the School Code that allows the corporate authorities of a school district to issue refunding bonds without submitting the question to the electors of the school district for approval. Instead, sets forth provisions requiring elector approval before issuance.
- HB 4196 (Bennett) amends the School Code with respect to a provision concerning third party non-instructional services. Provides that, notwithstanding any other law of this state, nothing in the Code prevents a board of education from entering into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member or from laying off those educational support personnel employees upon 30 days written notice to the affected employees (instead of allowing a board of education to enter into a contract with a third party for non-instructional services currently performed by any employee or bargaining unit member or lay off those educational support personnel employees upon 90 days written notice to the affected employees if certain conditions are met).
- HB 4209 (Welch) in a Section concerning kindergartens, provides that, beginning with the 2019-20 school year, each school board must establish a kindergarten with full-day attendance (instead of allowing a school board to establish a kindergarten with half-day attendance or with full-day attendance).
- HB 4232 (Severin) requires a school board to publish a notice that the district's annual statement of affairs is available on the State Board of Education's website and in the district's main administrative office (instead of requiring a summary of the statement of affairs to be published).
- HB 4235 (Pritchard) provides that a waiver or modification from mandates of the Code may not be requested from a provision in the Code governing tuition for non-resident pupils unless the area encompassing the school district requesting the waiver qualifies as a designated teacher shortage area as determined by the State Board of Education and approved by the U.S. Department of Education.
- HB 4308 (Reick) amends the Employment of Teachers Article of School Code. Provides that if a teacher is removed or dismissed as a result of a decision of a school board to decrease the number of teachers employed by the school board, a decision of a school board to discontinue some particular type of teaching service, or a reduction in the number of programs or positions in a special education joint agreement, then written notice must be mailed and given to the teacher no more than 10 business days following the General Assembly's passage of a state budget that includes school funding for the state fiscal year in which the honorable dismissal would take effect (instead of mailed and given at least 45 days before the end of the school term). Provides that if no state budget that includes school funding for the next state fiscal year has been passed by the General Assembly by June 15 of the current state fiscal year, then the school board shall fulfill the notification requirements by June 30 of the current state fiscal year.
- HB 4394 (Jesiel) with regard to the notice given to a parent or guardian of a high school student about the option to withhold the student's directory information from an official recruiting representative of the armed forces of Illinois and the United States, provides that the notice shall (i) be included, in a clear and conspicuous manner and in the same size type as other statements provided by the high school, on a form distributed by the high school at the beginning of the school year and (ii) request that the student or the student's parent or guardian indicate if the student's directory information may not be released to a recruiting representative and, if so indicating, sign and submit the form. Provides that on or before October 1 and March 1 of each school year, the principal of each high school shall submit a list to the school board of all students whose directory information may not be released to a recruiting representative.

- HB 4496 (Durkin) amends the Trustees of Schools Article of the School Code. Allows the governing board of Lyons Township High School District 204, Western Springs School District 101, LaGrange School District 102, LaGrange School District 105, LaGrange Highlands School District 106, Pleasantdale School District 107, and the LaGrange Area Department of Special Education to withdraw from the jurisdiction and authority of the trustees of schools of Lyons Township and the township treasurer, provided that the board elects or appoints its own treasurer. Provides that these amendatory changes are prospective only, starting from the effective date of the amendatory Act, and, with respect to Lyons Township High School District 204, shall not affect any legal action pending on the effective date of the amendatory Act in the Illinois courts in which Lyons Township High School District 204 is a listed party.
- HB 4529 (Davidsmeyer) provides that any school district that has a local chapter of the National FFA Organization shall permit a pupil that is enrolled in a nonpublic school to participate in the school district's chapter without requiring part-time attendance if the student resides within the boundaries of the school district. Provides that the school district shall obtain authorization from the pupil's parent or guardian before the pupil may participate in the chapter. Provides that the school district may charge the pupil's parent or guardian a fee, subject to determination by the school district, to cover the costs associated with the pupil's participation in the chapter.
- SB 2246 (Rezin) provides that township land commissioners or trustees of schools that have title to any school real estate or lands may authorize by resolution the sale of common school lands to a government entity if two-thirds of the township land commissioners or trustees of schools approve the resolution. Provides that the regional superintendent of schools of the county in which the lands are located shall complete the sale and deliver a certificate of purchase to the government entity. Provides that a government entity that purchases common school lands, or its assigns, may obtain a copy of a certificate of purchase or patent by (1) for a certificate of purchase, filing an affidavit with the regional superintendent in which the lands are located proving the loss or destruction of the original; (2) for a patent, filing an affidavit with the Secretary of State proving loss or destruction of the original; and (3) presenting a copy of the certified resolution approving the sale that has been filed by the township land commissioners or trustees of schools with the county recorder of deeds to the regional superintendent or Secretary of State. Provides that the regional superintendent or the Secretary of State shall issue a replacement certificate or patent, which shall have the effect of the originals and shall reflect the effective date of the transfer of title as the date of the filing of the resolution by the township land commissioners or trustees of schools with the county recorder of deeds.
- SB 2484 (Murphy) provides that, upon knowledge of an incident of sexual assault by a student against another student, a school district shall report the incident to the State Board of Education; it also defines "sexual assault." Provides that the State Board shall post on its website for each school year the total number of reported incidents statewide and in each school district. Provides that the State Board shall also report the data annually to the General Assembly no later than September 1 of each year.
- HB 4291 (Welch) provides that a pupil entering the ninth grade in the 2019-20 school year or a subsequent school year must successfully complete one semester of computer science as a prerequisite to receiving a high school diploma.
- HB 4292 (Welch) requires a school board to enroll its elementary schools in the Scripps National Spelling Bee program and implement an annual district-wide spelling bee competition for students in the seventh grade. Provides that members of the public must be permitted to attend the competition, and the school district shall publish notice of the date of the competition in a newspaper of general circulation within the district.

- HB 4346 (Jones, T.) amends the School Code and various Acts relating to the governance of public universities and community colleges in Illinois. With respect to the requirement that the events of Black History be taught in every public elementary school and high school, provides that a student may not complete the eighth grade or graduate from high school without studying this material and that a school may meet this requirement through an online program or course. Requires every public institution of higher education and community college to offer a course studying the events of Black History. Allows public institutions of higher education and community colleges to meet the requirement by offering an online course.
- HB 4352 (Long) provides that school districts need not comply with and may discharge any mandate or requirement placed on school districts by the Code or by administrative rules adopted by the State Board of Education that is unfunded. Provides that before a school district may lawfully discharge an unfunded mandate, it must hold a public hearing on the matter; sets forth requirements concerning the hearing. Requires a school board to report each unfunded mandate it has discharged to the State Board of Education, and requires the State Board to compile and report this information to the General Assembly each year.
- HB 4368 (Halbrook) requires a school district to allow the parent or guardian of twins or higher order multiples to request that his or her children be placed in the same classroom or in separate classrooms if the children are in the same grade level at the same school. Provides that the school may recommend classroom placement to the parent or guardian, but the school shall provide the classroom placement requested by the parent or guardian. Provides for the school board to make the classroom placement determination, after a hearing, if the principal determines that placement in the same classroom is disruptive to the classroom environment.

Wellness

- HB 4193 (Parkhurst) amends the Children with Disabilities Article of the School Code. With respect to an impartial due process hearing, changes when the hearing officer must issue his or her written decision from within 10 days to within 10 business days after the conclusion of the hearing.
- HB 4205 (Ford) provides that a school board shall require its schools to connect at-risk students in need of behavioral health support and all students with an Individualized Education Program (IEP) to either community-based or in-school behavioral health support. If the school board requires in-school support to be provided, such support does not have to be implemented until the beginning of the 2018-19 school year.
- HB 4216 (McDermed) requires a public school to permit a student, without the authorization of the student's parent or legal guardian or a physician, to possess or self-apply sunscreen that is regulated by the U.S. Food and Drug Administration. Provides that if a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent or legal guardian provides written consent for the assistance.
- HB 4226 (Kifowit)/SB 2489 (Connelly) provides that, amongst other duties, the regional office of education (rather than the district superintendent or chief school administrator) of a public elementary or secondary school or charter school shall supervise an athletic trainer or other person responsible for compliance with the return-to-play or return-to-learn concussion protocol established under the Code. Provides that the State Board of Education shall (rather than may) adopt rules governing concussion protocol under the Code, including, but not limited to, rules governing the informal or formal accommodation of a student who may have sustained a concussion during an interscholastic athletic activity.

- HB 4281 (Gabel) provides that at least once every two years, a school board shall conduct an in-service training program for all personnel on the identification of the signs of homelessness in adolescents and teens and shall be taught appropriate referral techniques.
- HB 4407 (Lilly) with respect to age-appropriate developmental screening and age-appropriate social and emotional screening, provides that the Department of Public Health must, no later than January 1, 2019, develop rules and appropriate revisions to the Child Health Examination form in conjunction with various organizations.
- HB 4409 (Pritchard) in the Article governing children with disabilities, provides that, amongst other meanings, a "school psychologist" means a person who holds a valid Nationally Certified School Psychologist credential (rather than certificate). Removes from the definition of "school psychologist" the requirement that a psychologist have additional qualifications as may be required by the State Board of Education.
- HB 4442 (Gabel) amends the School Code and the Critical Health Problems and Comprehensive Health Education Act. Requires a school district to include in its curriculum a unit of instruction on parenting education for grades 9 through 12 that includes, but is not limited to, instruction on (i) family structure, function, and management, (ii) the prevention of child abuse, (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships, and (iv) parenting education competency development that is aligned to the emotional and learning standards of the student's grade level. Provides that this instruction is a prerequisite to receiving a high school diploma and shall be included in the Comprehensive Health Education Program.
- HB 4475 (Fine) requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.
- HB 4514 (Pritchard) provides that only persons licensed and endorsed as a school counselor under the Code may use the title "school counselor."
- HB 4524 (Davidsmeyer) provides that at least once every two years at an in-service training program or at another appropriate time when school personnel are scheduled to be in attendance and in addition to other topics covered at training throughout the school year, school personnel who work with pupils in grades kindergarten through 12 and are employed by the school district shall be trained to identify the warning signs of mental illness and suicidal behavior in youth and shall be taught appropriate intervention and referral techniques (instead of providing that in addition to other topics at in-service training programs, school guidance counselors, teachers, school social workers, and other school personnel who work with pupils in grades 7 through 12 shall be trained to identify the warning signs of mental illness and suicidal behavior in adolescents and teens and shall be taught appropriate intervention and referral techniques).
- SB 2427 (Stadelman) requires a school district to allow a student to possess and use a topical sunscreen product while on school property or at a school-related event or activity, regardless of the student possessing a note or prescription from a licensed health care professional.
- SB 2460 (Morrison) provides that, beginning with the 2018-19 school year, the Illinois Elementary School Association shall approve training courses for coaches, game officials, and non-licensed healthcare professionals that provide for not less than two hours of training in the subject matter of concussions, including evaluation, prevention, symptoms, risks, and long-term effects.

- SB 2468 (Koehler) amends the Children with Disabilities Article of the School Code. With regard to IEPs, provides that if a child's IEP team determines that the child does not require assistive technology services or devices, the team shall include a statement in the child's program that informs the child's parent or guardian of the decision and the basis for the decision.

Funding

- HB 4094 (Ives) requires the State Board of Education to withhold a school district's evidence-based funding for any given school year in which the chief county assessment officer intentionally fails to properly and accurately prepare assessments under the Property Tax Code for property within the district for the preceding levy year until such time as the State Board determines that such assessments have been correctly prepared.

Charter Schools

- SB 2283 (Weaver) amends the Charter Schools Article of the School Code. Removes provisions providing that the total number of charter schools operating under this Article at any one time shall not exceed 120. Removes a provision limiting the number of charter schools to 70 in any city having a population exceeding 500,000. Removes a provision limiting the number of charter schools to 45 in the remainder of the state. Removes a provision providing that the State Board of Education shall assign a number to each charter submission it receives for its review and certification, based on the chronological order in which the submission is received by it.

2018 Spring Session ISBE Initiatives

Subject: Districts of Innovation

Division: Superintendent

Executive Summary: This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new instructional and administrative practices or alternatives to existing ones with the intention of improving student learning and performance.

Subject: Obsolete and Duplicative Bill

Division: Multiple

Executive Summary: This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code.

Subject: Licensure

Division: Educator Effectiveness

Executive Summary: This is a continuation of past ISBE efforts to streamline the licensure process in Illinois. Possible changes include changing the professional development provider audit process, allowing educators with lapsed licenses (for failure to record professional development) the ability to obtain a substitute teaching license, streamlining out-of-state reciprocity for specific licenses, and other cleanup items.

Subject: ESSA

Division: Various Divisions

Executive Summary: This proposal will incorporate all the legislative changes necessary to implement Illinois' ESSA State Plan.

Subject: Postsecondary and Workforce Readiness Act Expansion

Division: Innovation and Secondary Transformation

Executive Summary: Expand provisions within the Postsecondary and Workforce Readiness Act to encourage increased participation. Possible expansion provisions include increasing the limit of districts allowed to participate, allow cooperative applications to apply, explore options for incorporating proficiency-based diploma standards, and others with the goal to increase learning options for children and prepare them for citizenship by engaging the community with the high school experience.

Subject: Income Tax Exemption

Division: Educator Effectiveness

Executive Summary: This proposal would allow Illinois teachers to be exempt from state income tax.

Subject: At-Risk Student Support

Division: Legal

Executive Summary: This is a redraft of HB 3784. The initiative will address an issue that impacts students considered at risk for dropping out of school. Currently, students who fail to meet minimum academic standards may be dropped from a district's roster. Removing this provision in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that they graduate from high school ready for college and career.

Subject: School Construction and School Maintenance Grant

Division: School Business Services

Executive Summary: This bill would incorporate changes into the School Construction Law and School Maintenance Grant to streamline and clarify the process for ISBE and districts.

Superintendent's Recommendation

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

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2018 legislative session:

- Districts of Innovation
- Obsolete and Duplicative Legislation
- Licensure
- ESSA-Related Legislation
- Postsecondary and Workforce Readiness Act Expansion
- Income Tax Exemption
- At-Risk Student Support
- School Construction and School Maintenance Grant.

Next Steps

Staff will work to finalize sponsors and language to be ready for filing.

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Site-Based Expenditure Reporting – Guidance Release

Materials: Presentation: “Site-Based Expenditure Reporting”

Staff Contact(s): Deb Vespa, Division Administrator, School Business Services
Sara R. Shaw, Senior Manager, Fiscal and Academic Solvency

Purpose of Agenda Item

The purpose of this agenda item is to update the Board on the agency’s efforts to implement the site-based expenditure reporting provision of the Every Student Succeeds Act (ESSA).

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts

Site-based expenditure reporting offers districts and local communities a new view of their schools: what funds are put where for which purposes. Districts that take advantage of this new view will be positioned to make resource allocation decisions better aligned to their students’ needs, allowing them to make progress toward all of the Board’s goals.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

1. All kindergartners are assessed for readiness.
2. Ninety percent or more of third-grade students are reading at or above grade level.
3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
4. Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
5. Ninety percent or more of students graduate from high school ready for college and career.
6. All students are supported by highly prepared and effective teachers and school leaders.
7. Every school offers a safe and healthy learning environment for all students.

Background Information

ESSA includes a requirement that all State Education Agencies report per-pupil expenditures on their Report Cards beginning with data from the 2018-19 school year. Specifically, the law states, “[The Report Card must display] the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

ISBE convened an advisory group of 25 superintendents, school business officials, and representatives from various statewide organizations over the last five months to plan for the implementation of this provision of the law. ISBE and Afton Partners LLC facilitated the group in designing a value proposition and guiding principles for implementation. The group reached its

first major implementation milestone on January 31, 2018: guidance for all reporting entities to set the state's expectations for reporting and support districts as they prepare to report next year. Outreach to all districts and preparations for trainings are now underway.

Financial Background

ISBE has reported district financial data on the Report Card for years. The 2018-19 school year will be the first year that ISBE has collected site-level financial data from districts.

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

Policy Implications: The new data resulting from site-based expenditure reporting will enhance state and local conversations regarding school and district finances as levers for student achievement and support.

Budget Implications: ISBE has dedicated funds and capacity through the Illinois Data FIRST grant to support implementation of this new reporting. Issued guidance attempts to minimize any implementation cost at the district level, although the individual contexts and accounting decisions of districts may result in additional upfront expenditures in exchange for more efficient compilation of the reporting.

Legislative Action: Implementation of this reporting does not require legislative action at this time.

Communication: ISBE is rolling out a series of webinars and trainings and enlisting supplementary advisory groups to communicate the new reporting requirement to all reporting entities and to support their implementation efforts.

Next Steps

This is an informational item. ISBE will continue moving forward with trainings to districts on both how to report and what to do with the resultant data. ISBE will simultaneously convene advisory subgroups to support the design of a data collection tool and eventual data visualizations.



Site-Based Expenditure Reporting

ISBE Board Meeting
February 14, 2018



ESSA Site-Based Expenditure Reporting must be implemented for SY2018-19

ESSA requires that SEAs report on their Report Card:

“The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”



Site-Based Expenditure Reporting fits into statewide education goals and initiatives

- *ESSA State Plan: Whole child – whole school – whole community and IL-EMPOWER*
- *Evidence-Based Funding: new funds, mindsets of equity & adequacy, annual spending plans*
- *Illinois Data FIRST grant: includes site-based expenditure reporting and the educator dashboard Ed 360*
- *Fiscal and Academic Solvency*



ISBE's plan for SY2018-19 has been developed with the input of an Advisory Group

Reporting requirements and the timeline for implementation (SY18-19) will present challenges and opportunities

To ensure that challenges are appropriately considered in the transition process, ISBE convened a **Site-Based Expenditure Reporting Advisory Group** made up primarily of implementers

Together with ISBE and facilitators, this Advisory Group is building a **multi-year implementation plan, guidance, and training** to support LEAs in the transition to site-based expenditure reporting

A key component of Year 1 implementation planning – **guidance** – was published at the end of January, and **outreach** to districts is underway.



Advisory Group Members

- Dave Ardrey – executive director, Association of Illinois Rural and Small Schools
- Jon Bartelt – superintendent, Bloomingdale SD 13
- Michael Bradley – chief financial officer, ACERO Schools
- Nick Cavaliere – certified public accountant, Baker/Tilly
- Brent Clark – executive director, Illinois Association of School Administrators
- John Correll – superintendent, Salt Creek SD 48
- Brad Cox – superintendent, Erie CUSD 1
- Mark Doan – superintendent, Effingham Unit SD 40
- Roger Eddy – executive director, Illinois Association of School Boards
- Bob Green – superintendent, Collinsville CUSD 10
- Rich Haglund – chief operating officer, Illinois Network of Charter Schools
- Lindsey Hall – superintendent, Mahomet-Seymour CUSD 3
- Susan Harkin – chief operating officer and chief school business official, District 300
- Michael Jacoby – executive director, Illinois Association of School Business Officials
- Mark Jontry – president, Illinois Association of Regional Superintendents of School; regional superintendent of schools, Regional Office of Education 17
- Joseph McDonnell – treasurer, Bremen Township School Treasurer’s Office
- Cameron Mock – director of fiscal policy and analysis, Chicago Public Schools
- Ginger Ostro – executive director, Advance Illinois
- Dean Romano – chief operating officer and chief school business official, Yorkville CUSD 115
- Diane Rutledge – executive director, Large Unit District Association
- Lisa Schuchart – commissioner, Illinois State Charter School Commission
- Edwin Shoemate – superintendent, Cobden Unit SD 17; president-elect, Board of Association of Illinois Rural and Small Schools
- Mark Twomey – superintendent, Macomb CUSD 185
- Steve Webb – superintendent, Goreville CUSD 1
- Dave Wood – chief financial officer, Bloomington SD 87



Advisory Group's Value Proposition

Site-level expenditure reporting provides an **excellent opportunity** for LEAs to maximize care for the whole child, in a whole and healthy school, nested within a whole and healthy community.

With site-level expenditure reporting, **how resources are allocated will be more readily accessible** and revealing to schools and stakeholders.

This reporting **should ultimately lead to greater equity and improved outcomes for kids**: it empowers LEAs and communities to assess and improve equity in funding between individual schools, and **it enables a better understanding of the relationship between student outcomes and financial resources**.

It will also **enable LEAs, schools, and the state to identify evidence-based best practices and opportunities to foster innovation** between peers.



Advisory Group's Guiding Principles for Year 1 Implementation

"Guidance" rather than formal changes to accounting rules

Stay close to "minimum ESSA compliance"

Leverage existing reporting wherever possible

Couple the financial reporting with state report card data

Districts know their data best and can tell their own story

This initiative should and will evolve over years

Reporting Guidance adheres to these principles



Site-Based Expenditure Reporting Framework

		Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures				
Sites	Enrollment	State and			State and			State and			<i>Total</i>	
		Federal	Local	Subtotal	Federal	Local	Subtotal	Federal	Local	Total	<i>Exclusions</i>	<i>Expenditures</i>
PK Ctr	50	\$500	\$8,020	\$8,520	\$660	\$3,514	\$4,175	\$1,160	\$11,534	\$12,695		
ES1	300	\$344	\$5,148	\$5,493	\$529	\$2,781	\$3,310	\$874	\$7,929	\$8,803		
ES2	250	\$231	\$5,445	\$5,677	\$457	\$3,095	\$3,552	\$688	\$8,540	\$9,229		
MS1	250	\$320	\$5,356	\$5,676	\$361	\$3,499	\$3,861	\$681	\$8,855	\$9,536		
HS1	320	\$458	\$6,910	\$7,368	\$371	\$2,919	\$3,290	\$829	\$9,829	\$10,658		
Total	1,170	\$353	\$5,861	\$6,213	\$440	\$3,071	\$3,511	\$793	\$8,931	\$9,724	\$2,330,361	\$13,707,753

Based on input from the Advisory Group, this level of reporting detail will be the only mandated collection for Year 1, along with notation of allocation methodologies



Guidance provides general instructions on how to meet the reporting requirement

This guidance answers the following questions:

1. Which entities must report?
2. What does the reporting look like?
3. What expenditures must be included / should be excluded?
4. What student count should be used? Are there any exceptions?
5. How do we handle special circumstances, such as students educated outside the district or in charter schools?
6. What are alternatives and recommendations for handling centralized expenditures?



Next steps

Milestone	Dates
Guidance Release	January 30, 2018
ISBE-IASA Webinar	February 2, 2018
Update to the Board	February 14, 2018
ISBE-IASBO Video	February 21, 2018
Ongoing training on calculations and data use, with input through further Advisory Group subcommittees	March 2018 →
Data collection process and data visualization determined through further Advisory Group subcommittees	TBD
Update to the Board	June 13, 2018
FY19 begins, prepared for site-based expenditure reporting	July 1, 2018
Update to the Board	Winter 2018-19
Site-based expenditure reporting due to ISBE	Summer/Fall 2019 (post-FY19)



National recognition

- U.S. Department of Education (ED) invitation to speak at National Association of State Title I Directors panel moderated by ED
- CCSSO/Edunomics invitation to join state panel for national Financial Transparency Working Group
- Consistent shout-outs at national conferences on the topic

ILLINOIS STATE BOARD OF EDUCATION MEETING
February 14, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Robert Wolfe, Chief Financial Officer *RW*
Libi Gil, Ph.D., Chief Education Officer *LG*
Tassi Maton, Chief Internal Auditor *TM*

Agenda Topic: Tier Funding Distribution Timeline for Evidence-Based Funding

Materials: None

Staff Contact(s): Mary Reynolds, Executive Director, Innovation & Secondary Transformation
Patrick Payne, Data Strategies & Analytics

Purpose of Agenda Item

Agency staff will provide the Board with an overview of the activities that have occurred regarding the implementation of Public Act 100-0465, the Evidence-Based Funding (EBF) for Student Success Act, and the timeline for the distribution of Tier Funding.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts

EBF supports functions to uphold efforts toward attaining Board goals. This funding provides the most support to Illinois communities most in need.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

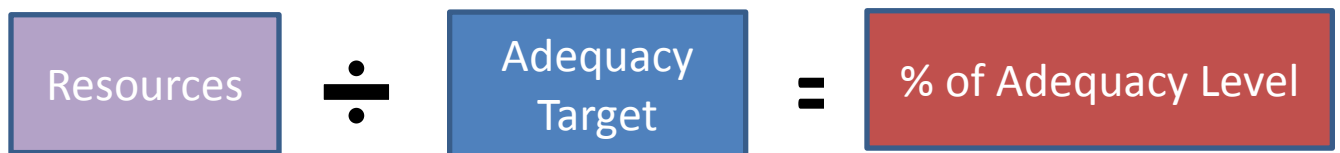
EBF was signed into law on August 31, 2017. The simplified overview of the distribution of primary state education funding is Base Funding Minimum (amounts receipted in the prior fiscal year) plus Tier Funding (new state funds distributed primarily to school districts the furthest away from adequacy).



ISBE commenced distributing Base Funding Minimum payments (22 payments August through June) in the approximate amount of \$5.8 billion on September 1, 2017. An additional \$197 million in Base Funding Minimum payments to Chicago Public Schools (CPS) will commence on February 10, 2018, as a result of the elimination of the CPS block grant for those programs not integrated into EBF and where CPS received a financial benefit. That \$197 million represents the financial benefit CPS received through the block grant legislation in lieu of being reimbursed via the statutory formula for those particular programs; those amounts have just been determined. These distributions account for approximately 94 percent of the funds that school districts will receive from the EBF appropriation for fiscal year 2018.

School districts and Special Education Cooperatives were allowed to reattribute Base Funding Minimum payments up to December 31, 2017, to accurately reflect decisions made at the local level regarding the delivery of Special Education Services under the prior funding distribution system. This action was requested by school districts and Special Education Cooperatives.

The Tier Funding distribution is based on the distance from adequacy, which means that entities the furthest away from adequacy will receive more funding. This conceptual design creates a primary funding distribution system in which the amount of Tier Funding a school district receives is based on its relationship to all of the other school districts in the state.



The General State Aid formula did not have this relationship. This change in formula and the fact that the Base Funding Minimum is based on the receipts from a prior fiscal year created a state funding distribution system in which the amount of future state funding a school district receives is dependent on 1.) prior year receipts and 2.) its relationship to all other school districts in the state. It is critical that data points are accurate and agreed upon as the agency implements EBF in year one.

It has been a priority for the agency to ensure that districts have had the opportunity to review enrollment data and request changes where discrepancies were found. As a result, ISBE designed a process and a technology application that allowed districts to view their enrollment data for school years 2015, 2016, and 2017. Districts were able to download student identification numbers to compare district rosters with ISBE data. Districts were able to request corrections where they found errors and, in some cases, get an immediate response regarding whether the submission was accepted or denied. When the district submission was denied, it was given a reason code (e.g., student not enrolled on 10/1, student is a duplicate, etc.). In some cases, additional technical assistance was needed. The data in some cases was three years old, so ISBE worked with districts to provide documentation of students who districts claimed were enrolled though their names were not entered in ISBE's Student Information System.

Districts were able to review and initially reconcile enrollment data through November 22, 2016. Agency staff then continued to work to resolve district inquiries through December. One reconciliation required a site visit to review copies of Individualized Education Programs to confirm enrollment records.

Agency staff developed a variance investigation process to evaluate enrollment data inconsistencies. This process evaluated the enrollment data by comparing enrollments to previous year numbers, other related measures (such as Average Daily Attendance claims), and grade level consistencies. ISBE reviewed the variance data and then targeted 97 districts that showed multiple variances on the six different measures that were developed. ISBE successfully contacted and resolved the discrepancies with those districts over a two-week period that ended February 2, 2018.

Internal Audit participated on the EBF project team in a consulting and advisory role to emphasize the importance of maintaining adequate support for enrollment data changes and business decisions made throughout the process.

The new distribution mechanism in EBF creates a dependency between districts whereby changing the data for one district impacts the distribution for all others. This relationship makes it imperative that the enrollment data used is correct and verified. The cross-functional ISBE project team utilized the expertise of Finance, Internal Audit, and Data Strategies and Analytics in taking extensive steps to verify each district’s enrollment over for the past three school years to serve as the foundation of the new funding formula.

The following table outlines the engagement and verification process:

Date	Steps Taken	Results
September - October	Analysis of law, data elements gathered, and outreach to stakeholders	Better understanding of elements and areas of needed corrections
November 2, 2017	Webinar hosted for districts for agency staff to explain process to district staff	Communicated process with more than 1,000 webinar participants
November 1-30	Released verification tool that allowed districts to review and compare SY 2015, 2016, and 2017 enrollment counts to ISBE’s and request changes	658 districts certified enrollment counts. 276 submitted corrections.
December	Agency staff response to district questions	Resolution of district concerns
January	Data variance analysis performed and investigations of inconsistencies. Analysis identified 97 districts with multiple data variances/inconsistencies.	Staff contacted 97 districts that triggered data variance flags. Discussions with district staff resulted in resolution of data inconsistencies via correction or explanation.
February 7 - 21	Reconciliation report of final enrollment numbers provided to districts	Confirmation and comment on enrollment numbers
February 22 - 28	Reviews of district responses	Resolution of outstanding issues
March	Calculations performed on final enrollments	Finalize EBF calculations

April	Vouchers submitted to Illinois Office of Comptroller (IOC)	
April – June	IOC issues warrants	Districts receive Tier Funding and the additional \$29 million for English Learner (Tier 1 and Tier 2)

Next Steps

Staff will conduct final calculations to distribute Tier Funding and the additional \$29 million for English Learners and continue to update the Board on implementation of the law.