Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777

SCHEDULE AND AGENDA OF MEETINGS

November 17-18, 2004

(A live audio stream, via the Internet, will be available during the Board meeting on Thursday)

View Board Meeting Information Document

WEDNESDAY, November 17, 2004

Public Conference Call Access Number: 1-866-297-6391 (listen only)
Confirmation #1 0 3 1 6 7 2 7

4:00 p.m.
4th Floor Board Conference Room
Education Policy Planning Committee

5:00 p.m.
4th Floor Board Room
Finance & Audit Committee

THURSDAY, 18, 2004

Public Conference Call Access Number: 1-866-297-6391 (listen only)
Confirmation #1 0 3 1 6 7 2 8

9:00 a.m.
4th Floor Board Conference Room
Governmental Relations Committee

10:00 a.m.
4th Floor Board Room
Board Meeting

11:30 a.m.
4th Floor Board Conference Room
Lunch - Closed Session (if necessary)
The Board will recess for lunch at 11:30 a.m.
If a closed session is necessary, it will be conducted over lunch.

1:00 p.m.
4th Floor Board Room
Reconvene Board Meeting
Illinois State Board of Education

EDUCATION POLICY PLANNING COMMITTEE

Wednesday, November 17, 2004
4th Floor Board Conference Room
4:00 p.m.

Public Conference Call Access Number:
1-866-297-6391 (listen only)
Confirmation # 1 0 3 1 6 7 2 7

AGENDA

- High Schools That Work Grant - data and statistical information
- Presentation on School Report Card Data - status update
- Continued discussion on the focus of this Committee
- Additional Issues

FINANCE AND AUDIT COMMITTEE

Wednesday, November 17, 2004
4th Floor Board Conference Room
5:00 p.m.

Public Conference Call Access Number:
1-866-297-6391 (listen only)
Confirmation # 1 0 3 1 6 7 2 7

AGENDA

- FY 05 Budget Status
- FY 06 Budget
- General State Aid 101
- Financial Watch List - criteria for placing districts
- Alternative Schools - City Colleges funding
- Internal Audit
- Additional Issues

GOVERNMENTAL RELATIONS COMMITTEE

Thursday, November 18, 2004
4th Floor Board Conference Room
9:00 a.m.

Public Conference Call Access Number:
1-866-297-6391 (listen only)
Confirmation # 1 0 3 1 6 7 2 8

AGENDA

- Review "Legislative Principles"
- Veto Session update
- Additional Issues
Illinois State Board of Education
AGENDA

THURSDAY, November 18, 2004
10:00 a.m.

ISBE Plenary Business Meeting

A. Call Meeting to Order/Roll Call

B. Public Participation

C. Approval of Minutes: October 21, 2004 (pp. 5-19)

D. Announcements and Reports
   • Superintendent’s Report
   • Chairman’s Report
   • Committee Reports
   • Members’ Reports
     o Resolutions Recognizing Outgoing Board Members

E. LUNCH - Closed Session (as needed).
The Board will recess for lunch at 11:30 a.m. If a closed session is necessary, it will be conducted over lunch

F. Reconvene

G. Action Items
   • State Teacher Certification Board Appointments (pp. 20-22)
   • Approval of 2005 Board Calendar - as recommended by Board Operations Committee (pp. 23-24)
   • Rules
     o Part 25 (Certification) (pp. 25-185)
     o Part 375 (Student Records) (pp. 186-191)

H. Other Information
   • Middle Grades Certificate - Informational Presentation
   • Supplemental Educational Service Provider Information - Demographics, Monitoring Standard and Techniques (pp. 192-197)
   • Rules Review Schedule (pp. 198-200)
   • Monthly Status Report on Rulemaking (pp. 201-203)
   • ISBE Fiscal & Administrative Monthly Reports (pp. 204-218)

I. Adjourn
All State Board of Education meetings listed on this agenda 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, 100 North First Street, Springfield, Illinois 62777-0001.

Phone: 217-782-2221
TTY/TDD: 217-782-1900
Fax: 217-785-3972
### A. Call Meeting to Order/Roll Call

Mr. Jesse Ruiz, Chairman, called the meeting to order at 8:35 a.m. Chairman Ruiz asked Jean Ladage, Assistant to the Board, to call the roll. A quorum was present. Dr. Randy Dunn, Interim State Superintendent of Education, was also in attendance.

The Chairman announced that the meeting was being webcast live on the Internet. He also noted that there was a revised agenda on the back table in the Board Room due to the addition of an action item regarding an amendment to a contract for the Food Commodity Distribution Program.

#### Members Present:
- Dr. Andrea Brown
- Mr. Dean Clark
- Dr. David Fields
- Dr. Vinni Hall, Secretary
- Ms. Brenda Holmes
- Ms. Joyce Karon
- Mr. Jesse Ruiz, Chairman
- Dr. Christopher Ward
- Mr. Edward Geppert, Jr.

#### Members Absent:
- None

### B. Public Participation

**Agricultural Education**

Bill Schreck and Jay Runner, representing the Illinois Committee for Agricultural Education (ICAE), spoke to the Board regarding agricultural education. Mr. Schreck noted that he works with ISBE staff member Ron Reisch promoting agricultural education statewide. He said that they work on behalf of the ICAE (a Governor appointed committee), the Illinois Leadership Council for Agricultural Education, and the Illinois Association of Vocational Agricultural Teachers.

Mr. Runner informed the Board that the seventh agricultural curriculum CD had been completed and was made available free of charge to all high school agricultural teachers. He indicated that this CD contains 71 lessons, which align with the Illinois Learning Standards and State Goals. He informed the Board that currently there are 42 states that purchase this curriculum and 16 states that have implemented the entire curriculum as their agricultural education program. He noted that Illinois is currently looked at as a premier leader in curriculum development in agricultural education. Mr. Runner said that none of this would have been possible without the Board's continued support of the agricultural education line item in ISBE’s budget.

Ms. Holmes inquired as to the last time the agricultural education’s line item in the ISBE budget had been increased. Mr. Runner answered that this line item has not been increased but has experienced a decrease in funding since 2001.
| Middle-Grades Certificate | Deborah Kasak, the Executive Director of the National Forum to Accelerate Middle-Grades Reform, informed the Board that the National Forum is a group of 65 organizations across the country that have joined together to emphasize that Illinois is not doing enough in the middle grades. She said that it is time that we did something bold and decisive to make middle grades important and improved.

Ms. Kasak indicated that when she refers to middle grades she means wherever those grades 5-8 happen to be housed – whether that be a junior high, a middle school, part of a high school or a K-8 building. She informed the Board that what they are finding is that the teachers who have the middle grades preparation and background use the practices that are desirable – with teams and advisement and lots of integrated and active curriculum. Ms. Kasak said that these methods are showing improvement gains for students. She indicated that this is not a new issue. She encouraged the Board move forward with a middle-grades certificate and thanked them for their time. |
| Debby Meisner-Bertauski, Project Director for the Illinois State Teacher Quality Enhancement (TQE) Grant at the Illinois Board of Higher Education (IBHE) spoke to the Board regarding IBHE’s support of the middle-level certificate. She noted that there is little doubt that the weakest area of our statewide educational system continues to be the middle grades. She indicated that the lack of development by students in these grades leaves them inadequately prepared for the rigorous academic demands of high schools subjects. Ms. Meisner-Bertauski emphasized that this condition prompted a proposal for an award of a federal teacher quality enhancement grant that focuses on reform in middle education. She explained that this grant was awarded four years ago to a partnership alliance comprised of the Board of Higher Education, Community College Board, and the State Board of Education. She noted that each of these agencies made a commitment to the educational agenda outlined in the grant.

Ms. Meisner-Bertauski said that based upon extensive research, the three educational agencies determined that the first step towards improved middle-level education lies in the development of a middle grades teacher certificate and rigorous middle grades teacher preparation standards. She explained that this initial goal was followed by a second goal: improving the knowledge and skills of current and future teachers. She said that the third goal is increasing the supply of effective middle grades teachers. She informed the Board that to this end, middle grade teacher preparation and professional development experiences as well as innovative recruitment activities have been developed at Chicago State University, Northeastern Illinois University, Southern Illinois University at Carbondale and Southern Illinois University at Edwardsville. She indicated that these four universities coupled with the middle-level programs currently existing at Illinois State University and Eastern Illinois University form a solid foundation for supplying a highly trained middle-grades teaching force. She said that a middle-grades certificate in Illinois would drive excellence in the middle grades. Ms. Meisner-Bertauski said that IBHE respectfully requests that the State Board approve the timeline recommended by the Middle Level Advisory Panel for the immediate establishment of a standards-based enhanced endorsement. She noted that this action would lead to the reorganization of teacher certification in 2010 and focus on age-appropriate certificates -- one of which will be middle grade education. She thanked the Board for their time and their consideration of this extremely important issue. |
<table>
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<th>Chicago Schools Tour and the Joint Annual Conference</th>
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<td><strong>IFT agrees with IEA on rules and opposes the middle-grades certificate</strong></td>
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Dr. Brown asked Ms. Meisner-Bertauski if she knew how many teachers are holding elementary certificates with endorsement and secondary certificates with endorsement. Ms. Meisner-Bertauski stated that she did not know if that information was available, but currently a person can be hired to go into a middle grades classroom without even having done any kind of clinical work in a classroom. Dr. Brown also asked about how many states have gone with the middle school endorsement. Ms. Meisner-Bertauski answered that each state is different and she indicated that she would supply the Board with a chart showing what is happening in each state.

Cynthia Woods, representing the Illinois Association of School Boards (IASB), welcomed the new Board members and invited them to attend the Chicago Schools Tour being held on November 19, 2004, during the 72nd Annual IASB/IASA/IASBO Joint Annual Conference. She noted that this was a really wonderful opportunity to see what Chicago has to offer. She said that she is looking forward to working with the Board members and hoped that she would get the opportunity to greet them at the “Triple I” Conference.

Susan Shea, Education Policy Director for the Illinois Education Association (IEA), and Laura Arterburn, Legislative Director with the Illinois Federal of Teachers (IFT), addressed the Board regarding certification rules.

Dr. Shea encouraged the Board to just apply the rules in Section 25.800, Professional Development Requirements, in the School Code, as they were written. She said that this means when you have an advanced degree, you must have attained it before you apply it. She noted that the people that come in for an advanced degree, whether it is a doctorate or a master’s degree, can apply it in that cycle as long as they have it before they apply it.

She also commented on the rules in Section 25.825, Progress Toward Completion, in the School Code. She noted that the language, which allows teachers to use activities completed on or after March 1st of the final year of certificate’s validity period, has been struck from the proposed rules. She stated that certificate holders need the flexibility to be able to count activities in either cycle, as long as they meet one of the required purposes. She encouraged the Board to strike the words “the plan applicable to,” as the only thing that was eliminated in this part was the requirement of the certificate holder to write a “plan.”

Finally, Dr. Shea commented on the rules in Section 25, Appendix D. Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances, Special Education, in the School Code.

She asked the Board to defer the proposed changes requiring that an Illinois special education teacher needs to be “highly qualified” until the Individuals with Disabilities Education Act (IDEA) has been reauthorized, the federal guidelines regarding special education teacher certification for the Elementary and Secondary Education Act (ESEA) have been published, and there is a clearer direction from the federal government on this issue.

Ms. Arterburn said that she would like to second virtually everything that Dr. Shea said, especially regarding the special education certification. She also wanted to go on record, aside from the rules, to say that IFT is opposing the establishment of the middle-grades certification as it stands now in the report. The IFT thinks that what we have now requires our teachers to be very highly qualified and it also allows teachers greater mobility, greater flexibility in what they do, as well as flexibility for districts.
**Donna Baiocchi, ED-RED**

She said that it would provide a very severe limitation for all of us in the education arena if we go to this very limited certification area.

Dr. Hall stated that she is very concerned about this issue as well, especially regarding the issue of getting stuck in certificate tracking. She noted that she agrees that we need to have balance between the certificate and flexibility. She agreed that teachers need to be prepared to deal with the middle-grades adolescent group but she wasn’t sure that a new certificate would be the answer.

Dr. Shea stated for the record that the IEA has not addressed the middle-grades certificate issue.

Superintendent Dunn stated that a letter is on file from IEA regarding Dr. Shea’s comments regarding the rules, and they will make it a part of the rulemaking process as it occurs.

**Donna Baiocchi, Executive Director of ED-RED**, greeted the Board and Superintendent Dunn and told them that ED-RED was a consortium of 100 school districts mainly representing the suburban school area in north and northwest cook, DuPage, and Lake County. She welcomed Dr. Dunn to his new position and said that ED-RED looks forward to working with him. She told Chairman Ruiz that it was very nice to meet him today and greeted the other Board members. She said that she was in favor of waiting until IDEA was reauthorized before going ahead with the special education rules and regulations.

She noted that IDEA will be reauthorized before the end of the year. She informed the board that ED-RED feels it is premature to put your rules in writing now, prior to the reauthorization, which we have been waiting for four years. She indicated that ED-RED looks forward to working with the Board to make education better for our children in Illinois.

### C. Approval of Minutes

Dr. Brown moved that the State Board of Education approve the minutes for the meetings on September 20 and September 22, 2004. Dr. Hall seconded the motion and it passed with a unanimous voice vote. Ms. Karon noted that there was a typographical error in the minutes from September 20, 2004, regarding the spelling of Chairman Ruiz’s name. It was noted that a correction to the minutes would be made, and the signed minutes will reflect the change.

### D. Announcements and Reports

**Superintendent’s Report:**

Superintendent Dunn introduced Dr. Ginger Reynolds, Interim Assistant Superintendent for Teacher and Learning. He also announced that the Agency is very proud of Becky McCabe, Division Administrator in Student Assessment because she received the distinguished Principal of the Year Award from the Illinois Principals Association. Superintendent Dunn noted that we have borrowed Becky from the Urbana School District and indicated that we are working very hard to keep borrowing her for a long time. He indicated that he and Becky are meeting daily on some of the school report card work and her expertise has been of great assistance.

Dr. Dunn asked the Board to let him know if there was any interest in trying to coordinate some kind of "meet and greet" at the Triple I Conference. He hoped that something could be arranged where he and State Board members could be available to meet conference participants.

The Superintendent updated the Board on the priority areas of focus in the Agency in the last month. He emphasized that certification has been "Job One" given the Governor’s charge. He indicated that staff have made a great deal of progress in that area since the last Board meeting. Dr. Dunn
added that Dennis Williams has been able to redistribute staff, and has re-engineered his division to get some progress made. There has been a lot of weekend work going on in Certification and in the past week we have issued 3,582 certificates. The Agency was sitting on a backlog of 7,000. However, many new applications continue to come in every day. Clearly, great work is being done in this department. Within that priority area, we are trying to address Chicago’s need. Superintendent Dunn indicated they are getting very close to having something to announce in that regard, given the staffing concerns with Chicago and the need to really help them get teachers ready for classrooms. He indicated that he thinks that staff are getting close to getting that backlog whittled down.

He also announced that in another priority area -- streamlining the Agency’s rules, Jonathan Furr, General Counsel, would have a presentation on today’s agenda. Superintendent Dunn indicated that staff are working on a framework on how to attack this issue.

Dr. Dunn also emphasized that cost savings has been an area that Governor Blagojevich has asked us to try and do something about. Probably the most notable event there has been some work that Mark Kolaz and his staff are working on with the Illinois Finance Authority (IFA). IFA has a means by which to pull tax anticipation warrants, and this may be the type of thing that the Agency can facilitate to provide an additional service to districts that this would help.

Superintendent Dunn also reported on program areas of focus. He saluted Becky McCabe and Connie Wise for the progress that they have made during the School Report Card correction period. Superintendent Dunn indicated that Pearson has provided 19 additional people to get this situation addressed. He also indicated that school boards have been very patient as this process continues. Dr. Dunn said that “We are going to be hard pressed regarding the Oct. 31st deadline, but our first and foremost concern is accurate data. We will continue to work with the districts to get correct information. This data can impact schools for years to come – given the Annual Yearly Progress (AYP).”

Superintendent Dunn continued that exciting things are happening regarding wrap-around services. Eamon Kelly, Interim Chief of Staff, is working with interfacing with other state agencies – possibility with Public Aid regarding Kid Care. There are a lot of social services that we need to be attentive to and look to develop in schools.”

The Superintendent also noted that he would be meeting with Early Childhood Division Administrator, Kay Henderson, tomorrow to discuss early childhood education. Dr. Dunn indicated that he & Kay will talk about building upon the thousands of new kids that have been brought into early childhood programs during the Blagojevich administration.

He also spoke to the Board regarding the Venice Charter School. Superintendent Dunn said that it was like a tremendous weight was being lifted off their shoulders. Superintendent Dunn indicated that he is staying in close contact with ROE Harry Briggs and working with the partners. Regional Superintendent Briggs is working closely with Stan Mims, CEO, of East St. Louis School District and Dr. Elliott Lesson, Dean from SIU-E, to make this a success. Dr. Dunn informed the Board that he will continue to provide them with updates.

The Superintendent then reported that General Counsel, Jonathan Furr, is working with the Inspector General to ensure that clear reporting procedures are in place and that they are in line with what the Inspector General’s office has with the rest of the state agencies. He said that measures will be taken
to make sure that all employees have ethics training and that it is addressed in an appropriate and timely fashion.

Superintendent Dunn asked General Counsel Jonathan Furr to come forward to address the Board regarding streamlining the rules process. Mr. Furr said that the Agency needs to take a hard look at this issue. He announced that there were seven binders on the back table in the Board Room, which show how large these procedures are. He noted that ISBE has set up an e-mail account called lessredtape@isbe.net, by which the public can offer creative and innovative ideas. He reported that SB 3000 directs us to streamline the rules process and look at all rules in place. The first priority is certification. He said that his staff would work with the division to get their input on this process. He also said that there would be meetings with all program managers about rules. There will also be an external advisory committee to help in this process as well as asking the public for their input. The final sets of rules would be submitted to the Board for their approval. Mr. Furr noted that he is looking forward to streamlining the Agency’s rules and getting down to the nuts and bolts of this process.

Dr. Ward asked about a timeline regarding this process. Mr. Furr said the internal process would take about 4 weeks and about another 2-3 month period for the Board’s action. He noted that each month a new division’s rules would be reviewed. Mr. Clark asked about JCAR involvement. Mr. Furr responded that JCAR would of course be involved. Superintendent Dunn said that he wants to stay on a pretty tight schedule regarding this process.

Chairman’s Report:

Chairman Ruiz announced the assignments to the Board's Committees.

**Governmental Relations Committee members:**
Ms. Holmes, Chair  
Mr. Clark  
Chairman Ruiz  
Dr. Ward  

**Education Policy Planning Committee members:**
Dr. Fields, Chair  
Dr. Brown  
Mr. Geppert  
Dr. Hall  
Ms. Karon  

**Board Operations Committee members:**
Dr. Ward, Chair  
Dr. Fields  
Dr. Hall  
Ms. Karon  
Chairman Ruiz  

**Finance and Audit Committee members:**
Mr. Geppert, Chair  
Dr. Brown  
Mr. Clark  
Ms. Holmes  

The Chairman indicated that copies of the Committee assignments were on the back table in the Board Room. He said that the Committees would be meeting later in the day to begin their work.
He indicated that he had been in town last Friday to attend the Governor’s Task Force on Education Accountability, chaired by Dr. Michael Bakalis, former Superintendent of Public Instruction. He said that it had been a very good meeting with other educators from across the state indicating their very positive comments about the State Board members and Superintendent Dunn – especially regarding the things that were being done by ISBE and the direction in which the Agency was going. He also heard praise for the rules simplification process that the State Board is undertaking. Chairman Ruiz also reported that people are noticing and appreciating the Board and Superintendent Dunn’s outreach efforts and accessibility. He indicated he was pleased that all Board members would be attending the Joint Annual School Board Conference in Chicago in November.

### Committee Reports

The Chairman noted that since the Committees have not met yet there was nothing to report at this time.

### Members’ Reports:

Dr. Hall reported that she enjoyed participating in the presentation of the Milken Award to a teacher at Beidler Elementary School in Chicago. She also complimented a presentation by high school students from Olympia School District and Chicago Public Schools at WIU on October 12. She said that the young people took a program that they developed using technology and turned it into a nature trail that they designed. She also stated that she hoped the Board would revisit the alternative schools issue. She noted that she has heard so much from so many people about this subject.

Dr. Brown said that she had attended a speaking engagement of Superintendent Dunn at the School Law Conference at SIU. She said that he did a great job. The educators were impressed that he mentioned being included in the Governor’s Cabinet meetings. The superintendents and principals that attended this conference really appreciated this pledge of outreach effort.

Chairman Ruiz mentioned that he recently had the opportunity to meet and greet Spanish teachers from Spain. He noted that the Spanish government works with the State of Illinois and a few other states in bringing this group of teachers -- who come and work here for a three-year period -- and it costs us virtually nothing, except for their employment by the school districts. He said that this helps our bilingual programs and helps educate our students. He also noted that he would be a Principal for a Day at a school in Chicago in the coming week and would also be visiting with the Illinois Association of School Boards in Rosemont.

Dr. Fields commended the staff for an excellent orientation, which brought the Board members up to speed on pertinent Agency operations. Chairman Ruiz and Dr. Ward also thanked staff for the orientation and said that it had been very helpful. Dr. Ward also commented about the talent and professionalism of ISBE staff. He said that it gave him a great deal of confidence regarding what was happening in the Agency.

### E. Discussion and Action Items

**Election of Officers:**

Ms. Holmes announced that the Board’s Nominations Committee had the following recommendations for Board officers:

**Vice Chairman** – Christopher Ward

Dr. Ward accepted the nomination.

Chairman Ruiz asked if there were any further nominations from the floor.
There were none. He asked for a motion to close the nominations.

**Motion:**
Dr. Fields moved that the nominations should be closed. The motion was seconded by Mr. Geppert.

A roll call vote was taken and it passed with a unanimous voice vote.

Ms. Holmes announced the nomination for Secretary:

**Board Secretary** – Vinni Hall

Dr. Hall accepted the nomination.

Chairman Ruiz asked if there were any further nominations from the floor. There were none. He asked for a motion to close the nominations.

**Motion:**
Mr. Geppert moved that the nominations should be closed. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

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<tr>
<th>QZAB Bond Authorization for West Aurora</th>
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<td><strong>Motion:</strong></td>
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<td>Mr. Clark moved that the State Board of Education approve the application submitted by Aurora West Unit School District #129 for designation of $790,000 in bonds as Qualified Zone Academy Bonds (QZAB) pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended.</td>
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<td>Dr. Ward seconded the motion and it passed with a unanimous roll call vote.</td>
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<th>Certification of School Districts deemed to be in Financial Difficulty</th>
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<td>Chairman Ruiz said that Superintendent Dunn and staff member Deb Vespa would share with the Board the results of an analysis conducted of four school districts regarding financial certification. Superintendent Dunn and Ms. Vespa discussed with the Board the analysis of these four school districts. She said that this analysis consists of financial data collected from the districts' June 30, 2003, Annual Financial Report, financial data submitted by the district, and on-site district visits.</td>
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<td>Mr. Clark asked about the positives and negatives regarding placing these districts onto a list showing needing improvement -- both financial and from a more pragmatic point of view. Ms. Vespa noted that that Section 1A-8 of the School Code provides specific powers to the State Board in assisting school districts deemed in financial difficulty. She said that these powers enable the State Board to assist school districts and help promote financial integrity and continued operations.</td>
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<td>Dr. Ward asked when the first time is that our office contacts these school districts. He wanted to know if they responded in time to any information required by our office. Ms. Vespa said that she had been working/visiting with these school districts on a regular basis. She also noted the dilemma of new superintendents inheriting old financial problems. Mr. Geppert commended the staff regarding the fact sheets about these districts. He said all of these districts are small and the teacher salaries in these districts are less than the state average. He also wanted to know if we are confident about Calhoun School District’s budget for next year. He was concerned regarding the district being able to come out of the certification status. Ms. Vespa said that Calhoun is doing much better than in the past.</td>
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<td>Ms. Holmes said that she was still confused regarding the timeline used to certify these districts. Staff member Deb Vespa explained the process. She said that a district can be certified basically at any time. She said that the</td>
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criteria which certify a district are:

- If they have issued Teacher Orders or funding bonds to retire Teacher Orders;
- If they have had two or more years with a negative fund balance in the operations fund; and
- If they have two years worth of tax anticipation warrants outstanding.

Ms. Vespa noted that ISBE monitors this process with the financial profile – a tool internally. The financial profile list is released around March. We also monitor schools that don’t meet the criteria but are in financial difficulty.

Ms. Holmes asked Superintendent Dunn if the Board could revisit the issue of the criteria that is used to certify a district. Superintendent Dunn said that certification is not a sign of mismanagement or lack of leadership. He noted that sometimes it can be seen as a good thing from a political standpoint. The Superintendent said that we need to go back and take a good critical look at the criteria, which is used to certify districts. Ms. Holmes noted her appreciation to Deb Vespa and her staff.

Dr. Ward said that certain communities look at financial certification differently. He said the Board needs to be sensitive to how communities perceive it and be supportive in talking about this issue. He said that the new superintendent issue is very important.

Dr. Hall asked how many districts are in financial difficulty. Ms. Vespa stated that there are none that are named at this time under financial certification. We have two school districts that have a financial oversight panel and two school districts that have school finance authorities. Dr. Hall asked about the cons of a district being certified. Deb Vespa talked about community perception – school boards don’t want the community to think that the district is not doing what is necessary. Ms. Karon asked about how many schools are teetering on the edge of financial certification. Ms. Vespa said that 18 school districts could be certified. She said that there are 34 additional school districts that had negative fund balances last year. As 2004 annual financial data come in staff are continuing to monitor how those districts are progressing. Ms. Vespa also noted that she is receiving more and more calls from districts regarding the issuance of General State Aid Certificate and Revenue Anticipation Notes. She is continuing to work with external consultants.

Ms. Karon asked about the test data not being reflected on Fairmont School District’s report. Ms. Vespa said that she thought maybe the district population was so small that it was just not listed on the report card. Dr. Fields commented that about 80% of districts have deficit spending. Ms. Vespa explained that staff continue to monitor school districts with deficit fund balances. She said that they are most concerned about districts that have deficit fund balances year after year.

Mr. Clark wanted a clarification of deficit funds and operating expenses. He wanted to know if working cash was included in the profile of the districts that have deficit fund balances. Ms. Holmes commented that we need to be very cautious regarding how we present the information. Mr. Geppert also commented regarding small school district size. Mr. Clark commented regarding school consolidation. Ms. Vespa mentioned that referenda are pending and that could change a district’s financial condition. Mr. Clark said that in looking at the EAV’s of these districts – the potential is somewhat limited – the deck is seemingly stacked against them. Ms. Vespa said that if the school districts are not certified today they will be monitored on a continuing basis in the future. We will continue to update you.
Linda Basden, Superintendent of Calhoun School District, informed the Board that Calhoun is a small district located on the south-west border of Illinois. She said that she came in as a new superintendent and has been working diligently to turn this district’s finances around. She explained that she and the local board have made significant cuts to the budget in FY 04 and they continue to make the necessary reductions by eliminating five positions for FY 05. She said that at the end of FY 03, the district had $510,000 in Tax Anticipation Warrants (TAW) outstanding, 81.3% of their short-term debt limit for TAWs. She noted that the school district has $3.1 million extended for long-term debt at the end of FY 03, 76.66% of their long-term debt. Superintendent Basden also explained that at the end of FY 03, the district had incurred negative fund balances of $613,000. She said that they are very close to being maxed out on their short- and long-term debt extensions. She reported that for FY 04 they did not have to extend TAWs to the extent previously required. She said that in FY 04 they did sell Working Cash Fund Bonds of $829,000 to retire their outstanding Teachers' Orders.

Robert Broughton, Calhoun School District Board member, reported to the board that he did not know that this district was headed in the wrong direction. He did not blame the former district superintendent – he just was not on top of the situation like he should have been. He believes their situation is a result of their small district status with little margin for error. He feels that Superintendent Basden has turned the district around and they are now better informed.

Mr. Clark asked what they see as the negative. Superintendent Basden said being on the list, as being certified in “financial difficulty,” was a very negative perception. She asked the Board to not certify her district.

Rebecca Canty, Superintendent of Elverado Community Unit School District #196, told the Board that Elverado School District is a small district located in southern Illinois. She said that she was also a new superintendent and realizes that her district needs to review their expenditures. She explained that at the end of FY 03, the school district had $200,000 extended in TAWs and $800,000 extended in Teachers’ Orders. She noted that they also have $2 million extended in long-term debt which leaves a 5.44% long-term debt margin remaining. She indicated that this district has been incurring negative operational fund balances since Fiscal Year 2000. They have been incurring a deficit for their results of operations in the amount of $200,000 to $300,000. She told the Board that in FY 04 the school district sold $828,000 in Working Cash Fund Bonds, and it remains to be reported how much of this balance will remain or how much will be abated/abolished. She asked the Board not to certify her district “in financial difficulty.”

Mr. Clark asked Superintendent Canty what would happen if the Board goes along with the district’s suggestions. She said that she believes that it will help.

Doris Langon, Superintendent of Fairmont School District #89, along with the district’s Finance Manger Jim Bowen, reported to the Board that Fairmont School District is a small elementary school district in Will County. Ms. Langon said she is a new superintendent to this district and has specific deliverables in her contract, such as the development of a financial plan. She said the district received capital development grants in the past and utilized Operation and Maintenance Funds for their matching requirement. She indicated that the school district is working for an Educational Tax Board Packet - Page 14
Grass Lake School District #36

Deferring Action on Certification of School Districts in Financial Difficulty

Referendum to be put on the spring ballot. Mr. Bowen noted that in FY 03, the district was able to pay off their prior year Tax Anticipation Warrants of $300,000 and did not have any outstanding short-term debt at the end of the fiscal year. He said that for their long-term debt, they have $1.758 million outstanding or 89.1% of their long-term debt extension.

The district’s PTO president spoke to the Board regarding the history of the school and how things have been going downhill for the last couple of years. He spoke of his support of Superintendent Doris Langdon. The district’s attorney, Scott Nemanich, spoke to the Board regarding money that the district officials were not aware of due to not being informed by the district’s former business manager.

Randy Mathias, Board President at Grass Lake School District 36 in Lake County, spoke to the Board regarding the certification of his school district in financial difficulty. He informed the Board members that his district has done everything humanly possible to avoid this situation. He said that the State Board has visited his district twice this year and told them they were doing everything that they could do. Mr. Mathias reported that his district has had no sports program for two years and they do not have a school librarian. He noted that when teachers retire, they are not replaced; the district moves other teachers around. He said that the district has been turned down by the neighboring school regarding consolidation. He emphasized that the local board will be going for their fifth referendum try. He asked the Board to consider what will happen to his district if it is certified in financial difficulty.

Chairman Ruiz announced that after hearing all the information this action item be deferred. He asked for a motion for this deferment.

Motion: Ms. Holmes moved that Illinois State Board of Education defer action on the Certification of School Districts in Financial Difficulty until after the Board has an opportunity to hear from staff regarding any changes in the status of the school districts as a result of April referenda. Dr. Fields seconded the motion and it passed with a unanimous roll call vote.

Update the Approved List of Supplemental Service Providers

The Chairman stated that the purpose of this agenda item was to update the Approved List of Supplemental Educational Service Providers required by Section 1116(e) of the No Child Left Behind Act (NCLBA).

Superintendent Dunn said that the purpose of supplemental educational services is to increase the academic achievement of eligible children in reading and mathematics through tutoring and other high-quality academic enrichment services that are provided in addition to instruction during the school day. Ms. Karon asked how many providers there are now. Staff member Cheryl Bradley indicated that we have 61; with these additions, it will bring us to 67.

Several questions were raised regarding the demographics of the Supplemental Educational Service Providers. Superintendent Dunn offered an information list about the different kinds of providers and other statistics. The Board members thought this would be helpful.

Ms. Karon said that she the Board has always been concerned regarding the success rate of the providers and who is evaluating the end product. Donna Luallen said that the school districts evaluate the providers in ten different areas. The evaluation is going to be sent out over IWAS at the
beginning of the school year so it will also cover the summer school programs. Dr. Fields asked if there was something in place that determines success. Ms. Luallen said that there was. Dr. Fields also asked about how many students benefited from the particular service provided. Mr. Clark commented that the ultimate success would be that the students get to the point where they don’t need the services.

Cheryl Bradley said that the first item on the monitoring instrument is whether or not the contract was fulfilled or terminated. If fifty percent of the districts terminate the contract and the standards are not met for two years, then they are removed from the list. Providers are asked to send in their verification of effectiveness. She also said that she could update the Board every month due to their open application process for new providers. She noted that she wanted to increase the providers list so that it increases services to students.

Dr. Brown asked if the State Board did a second review when the district is self evaluating. Ms. Bradley said yes and noted that they also collect the SES provider’s demonstration of effectiveness on an annual basis. Ms. Luallen informed that the Board that most of the SES providers do a pre-test and post test of the students and that helps with their evidence.

Motion:
Dr. Fields stated “Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote maximum participation of Supplemental Educational Service providers and maintain an updated list of approved providers, I hereby move that the providers identified on Attachment #2 (printed in the Board meeting materials) be approved for addition to the Illinois List of Approved Supplemental Educational Service Providers. Ms. Holmes seconded the motion and it was passed with unanimous voice vote.

Approval of the IIT’s 18-Month Science Program
Superintendent Dunn, Dennis Williams, and Phyliss Jones discussed with the Board members the State Teacher Certification Board’s recommendation for the approval of the Illinois Institute of Technology’s Science program.

Motion:
Dr. Hall moved that consistent with the recommendation of the State Teacher Certification Board, that the State Board of Education continue the approval status to the Illinois Institute of Technology (IIT) Science program, thereby authorizing the institution to continue offering the program. Mr. Clark seconded the motion. It passed with a unanimous vote.

Approval of National Louis University Speech Language Pathologist Program Proposal
Superintendent Dunn, Dennis Williams, and Marty Woelfle discussed with the Board members the recommendation issued by the State Teacher Certification Board for the approval of a new preparation program at National-Louis University.

Dr. Hall said that as a former president of the Illinois Council on Exceptional Children she knows about the shortage of speech language pathologist. There is an overwhelming need for this program.

Motion:
Edward Geppert moved that the State Board of Education approve the new Speech-Language Pathologist Type 73 program from National Louis University, consistent with the recommendations of the State Teacher Certification Board. Dr. Hall seconded the motion. It passed with a
<table>
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<tr>
<th><strong>Initial Review of Rules – Part 1100 (Procurement by the State Board of Education)</strong></th>
<th><strong>Motion:</strong> Ms. Karon moved that the State Board of Education authorize the solicitation of public comment on the proposed rulemaking for: Procurement by the State Board of Education (44 Illinois Administrative Code 1100), including publication of the proposed rules in the Illinois Register. Mr. Geppert seconded the motion and it passed with a unanimous voice vote.</th>
</tr>
</thead>
</table>
| **Added Agenda Item:** Amendment to Fidelis Contract for Services Related to the Food Commodity Distribution System | Superintendent Dunn, Chris Schmitt, and Craig Rechner discussed with the Board information to approve contracting with Fidelis Information Systems Corporation of Austin, Texas.  
**Motion:** Dr. Ward moved that the State Board of Education authorize State Superintendent Randy Dunn to amend the contract with Fidelis Information Systems Corporation of Austin, Texas, for the Food Commodity Distribution Program. The cost of the amended contract for FY 05 through FY 06 is not to exceed $600,000. Dr. Brown seconded the motion. The motion passed with a unanimous roll call vote. |
| **F. Other Information** | Chairman Ruiz stated that the reports on Finance, Operations and Rulemaking are provided in the meeting materials as a monthly update. He said that if Board members have any questions to please contact Superintendent Dunn.  
**Dr. Deb Curtis, Director of the Teacher Education Center** informed the Board that in 1999 the original panel was given a charge to look at the various aspects of teaching middle school students. The recommendations of the various panels and task forces have encountered changes in standards. She said that an endorsement is not a requirement for teaching the middle grades. Why we are really coming back to certificate versus endorsement is because a certificate is based on a grade range. Endorsement is subject area. In the endorsement, you do not have to look at programs in the higher education institutions.  
**Dr. Roger Chamberlain, Columbia Middle School** said that he was excited and proud that at the October 3 Teacher Certification Board meeting the timeline for the middle-grades certificate was unanimously approved. He commented that teachers in his middle school had no training in the needs of the emotional issues of this age group until he gave them training. He greatly supports middle-level certification.  
**Dr. Elliott Lessen, Dean of Education at SIU-Edwardsville**, and a member of the State Teacher Certification Board spoke to the Board regarding middle-level endorsement across the states. He indicated he appreciates the support that has come from ISBE, IBHE, the community colleges and the local school districts. At SIU-E all education majors are eligible for middle-level endorsement if they take the two middle school education courses. Dr. Lessen said that the proposed Middle Level Certificate could be seen as an impetus for improvement in student achievement. The timeline is an issue; grandfathering the current teachers makes sense. There will be some difficulty in current students becoming qualified in some |
parts of the state. An alternative would be to find enough courses being offered over distance education to meet the needs of those students.

John Hunt, Superintendent Antioch SD in Lake County, informed the Board he has worked in several districts across the state and the one common theme is that the students at the middle level have unique characteristics. The physical attributes, socio-emotional needs – do not get recognized. He indicated that these kids deserve the focus and attention they need. Many devoted people have devoted thousands of hours into this process and they have come forward with a good recommendation.

Dr. Hall complemented everyone for recognizing the students of this grade level. She commented that she is not totally convinced that there needs to be a separate certificate, although she realizes the need for the preparation of those that teach this grade level.

Dr. Curtis said that every one of our elementary majors is required to complete the endorsement. Right now you can’t hire a Grades 6-12 certificate, unless they have the endorsement. This causes confusion and we need to clean that up.

Mr. Geppert said he too was concerned about the middle-grades certificate. He feels that the training should be embedded into the K-9 and the 6-12 certificates. Dr. Lessen told Mr. Geppert that it is not required by law. Dr. Curtis said that when the endorsement came out, the higher education institutions were not doing it. Dr. Hall said that we need time and could possibly come up with a compromise.

Dr. Ward asked if a middle-grades certificate will add to the time it takes to get a degree. Dr. Curtis said right now when courses are taken for the middle-grades endorsement, students are getting out in that four and one-half year window. She said that it depends on whether or not they change their major. She said that it will make a difference if the programs that exist are changed.

Ms. Holmes said she was very pleased to find out about the work that has been done over the last year and a half at the state supported four-year universities. She asked if the private institutions are as up to speed as our state universities. Dr. Lessen said there were two private schools represented on the Teacher Certification Board. He didn’t feel that they would have any problems with this new certificate.

Ms. Holmes wanted to know if it was going to be a problem for teacher education candidates if this passes and becomes a requirement. She asked if those institutions are going to be ready for the students interested. Dr. Curtis stated that they had the same inquiry when they looked at the endorsement several years ago and said that within six years the institutions were ready.

Dr. Ward asked about how this certificate would work with the Learning Standards. Dr. Curtis said that they do provide a focus. She said that because it is not currently a certificate, only an endorsement, there are no checks and balances because that is only done on certificate programs. Dr. Brown was also concerned regarding the Illinois Standards. Dr. Lessen said that students studying to become teachers in his institution use the Standards when they plan lessons but only because his institution requires it.

A brochure was passed out regarding a national symposium on middle grades. The symposium is called Lessons in the Middle Grades: Research, Policy, and Practice in Today’s World. It will be held on December 6-7, 2004 at the Westin Hotel O’Hare in Rosemont. You can find out more
G. Closed Session

**Motion:**
Dr. Brown moved that the State Board of Education go into closed session under the exceptions set forth in the Open Meeting Act of the State of Illinois as follows:

- Section (c) (1) for the purpose of considering the appointment, employment, compensation or dismissal of an employee; and
- Section (c) (11) for the purpose of considering pending litigation against or affecting the Board

Dr. Brown further moved that the Board be authorized to invite anyone else into the meeting as needed. Mr. Geppert seconded the motion and it was passed by unanimous roll call vote.

The State Board of Education meeting recessed and the Board went into Closed Session at 12:50 p.m. Chairman Ruiz announced that Board Committees would meet at 2:00 p.m. and 2:30 p.m., respectively.

H. Reconvene

The State Board of Education meeting reconvened at 2:10 p.m.

I. Personnel Matters

There were none to report on.

J. Adjourn

The State Board of Education meeting adjourned to meet in Committees at 2:15 p.m.

Respectfully Submitted,

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Dr. Vinni Hall  
Board Secretary

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Mr. Jesse Ruiz  
Chairman
TO: Illinois State Board of Education

FROM: Randy J. Dunn, State Superintendent (Interim)
Ginger Reynolds, Assistant Superintendent (Interim)
Teaching and Learning Services
Dennis A. Williams, Division Administrator
Certification and Professional Development

Agenda Topic: State Teacher Certification Board Appointments

Materials: Recommendation Letter(s)

Staff Contact(s): Dennis Williams

Purpose of Agenda Item

• To act upon the recommendation for appointment of a Secretary to the State Teacher Certification Board.

• To review and act upon the recommendations for appointments to the State Teacher Certification Board.

Expected Outcome(s) of Agenda Item

• Appoint Secretary to State Teacher Certification Board.
• Appoint member to position left vacant by Mary Jane Morris, Teacher Representative for the Illinois Education Association.
• Appoint member to position left vacant by Connee Fitch-Blanks, Teacher Representative for the Illinois Federation of Teachers.

Background Information

Dennis Williams

Dennis Williams, Division Administrator for the Department of Certification and Professional Development, has served as Interim Secretary to the State Teacher Certification Board since February 2002.

Members of the Certification Board recommend that Mr. Williams be named Secretary.
Richard Ammentorp

State Teacher Certification Board member Mary Jane Morris submitted her resignation from the Certification Board effective August 31, 2004.

A letter dated September 13, 2004, was received on September 16, 2004, from Anne Davis, President of the Illinois Education Association. The Illinois Education Association recommends that Mr. Richard Ammentorp complete the term for Mary Jane Morris.

Mr. Ammentorp, a teacher at Churchill Elementary School in Schaumburg, holds an administrative certificate and a master’s degree from Northern Illinois University. He also holds Type 03 Elementary Education certificate.

Jo Ann Owens

State Teacher Certification Board member Connee Fitch-Blanks submitted her resignation from the Certification Board effective October 15, 2004.

A letter dated October 22, 2004, was received on October 25, 2004, from James Dougherty, President of the Illinois Federation of Teachers. The Illinois Federation of Teachers recommends that Ms. Jo Ann Owens complete the term for Connee Fitch-Blanks.

Ms. Owens, a Special Education teacher at Florence B. Price Elementary School in Chicago, holds a master’s degree from Loyola University. She has a successful 25-year work history in the Chicago Public School system that has provided her with invaluable insights on teacher certification issues.

Superintendent’s Recommendation

- Approve the recommendation that Mr. Dennis Williams be appointed Secretary to the State Teacher Certification Board.

- Approve the following recommendations for appointment to the State Teacher Certification Board:

  Illinois Education Association
  Richard Ammentorp - Appointment Effective Immediately
  Complete Term of Mary Jane Morris (Appointed July 1, 2003)
  First Term – Term Expires June 30, 2006

  Illinois Federation of Teachers
  Jo Ann Owens - Appointment Effective Immediately
  Complete Term of Connee Fitch-Blanks (Appointed July 1, 2004)
  Second Term – Term Expires June 30, 2007
**Next Steps**
The nominees and the sponsoring organizations will be notified of the action taken by the State Board. In addition, the members of the Certification Board will be notified and the State Board of Education and State Teacher Certification Board websites will be appropriately updated.
TO: Illinois State Board of Education
FROM: Christopher Ward, Chairman, Board Operations Committee

Agenda Topic: 2005 Calendar of State Board of Education Meetings
Materials: Attached 2005 Calendar

Staff Contact(s): Jean Ladage

Purpose of Agenda Item
To review and act upon the recommended 2005 Calendar of State Board of Education meetings.

Expected Outcome(s) of Agenda Item
Approval of the attached schedule of meetings.

Next Steps
The approved calendar will be placed on the agency website and logistics for the 2005 Board meetings can be determined.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 12-13</td>
<td>Chicago</td>
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<tr>
<td>February 16-17</td>
<td>Springfield</td>
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<td>March 16-17</td>
<td>Springfield</td>
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<tr>
<td>June 15-16</td>
<td>Springfield</td>
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<tr>
<td>July</td>
<td>No Meeting</td>
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<tr>
<td>August 19-21</td>
<td>Annual Work Conference Location TBD</td>
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<td>September 21-22</td>
<td>Springfield</td>
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<tr>
<td>October 19-20</td>
<td>Downstate (TBD)</td>
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<td>November 16-17</td>
<td>Chicago *</td>
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<tr>
<td>December 14-15</td>
<td>Chicago</td>
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* Subject to change depending on Fall Veto Session held in Springfield.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education (Interim)
Jonathan Furr, General Counsel
Ginger Reynolds, Interim Director

Agenda Topic: Action Item: Rules for Adoption - Part 25 (Certification)

Materials: Recommended Amendments

Staff Contact: Dennis Williams

Purpose of Agenda Item
The purpose of this agenda item is to present the amendments to Part 25 for adoption.

Expected Outcome of Agenda Item
The Board will be asked to adopt the proposed amendments as revised in response to public comment.

Background Information
This set of amendments arises almost entirely from enactment of P.A. 93-679, which was signed by the Governor on June 30, 2004, and took effect immediately. That legislation made significant changes in the requirements for renewal of teaching and administrative certificates, teachers’ movement from the initial to the standard certificate, and certification testing for out-of-state applicants.

Emergency rulemaking on these topics was needed because the changes in the law were immediately effective. The emergency amendments were structured as completely new Sections whose main goal was to highlight the differences between the existing rules and the corresponding new requirements in the law.

By contrast, the regular amendments encompass all the current rules on these topics and display the many changes that are required in order to make the rules for each aspect of certification policy conform to the new language of the law. Once the rulemaking process has concluded, these comprehensive changes will replace the “short form” represented by the emergency rules.

An overview of the salient changes is provided below.
Certificate Renewal – Teachers

The continued operation of Local Professional Development Committees (LPDCs) is optional and is to be determined by agreement between each district and its exclusive representative, if any. (Provisions in existing collective bargaining agreements that deal with LPDCs remain in force until their expiration unless changed by mutual agreement.)

The teacher:

- is not required to have a continuing professional development plan;
- needs a recommendation as to certificate renewal from an LPDC if a responsible one is operating (if not, he or she applies directly via the regional superintendent);
- is required to submit an assurance that he or she has met the requirements for certificate renewal (contents of the assurance are stated in the law);
- is required to maintain evidence of completion but not to submit it except in the case of audit or appeal;
- can qualify for certificate renewal in several new ways:
  - by receiving a subsequent Illinois certificate or endorsement,
  - by becoming “highly qualified” in an additional teaching area,
  - by completing four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards,
  - by completing four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards;
- is not required to demonstrate or assure that the previously required distribution of credits among the applicable purposes has been achieved (but each activity is still required to pertain to at least one of the purposes, and the special education percentage under the Final Transition Rules and/or the version of Section 25.805 that was ordered by the federal court continues to apply);
- needs a reduced number of credits if he or she holds a master certificate or one or more advanced degrees;
- can appeal an LPDC’s recommendation for nonrenewal to the RPDRC (advance notice of recommendation and reconsideration by the LPDC have been eliminated);

If the regional superintendent recommends nonrenewal, concurrent notification to the certificate-holder must be sent certified mail, return receipt requested.

Travel to be counted for certificate renewal now requires pre-approval by the regional superintendent unless a responsible LPDC is operating for the teacher in question, in which case the LPDC continues to have the responsibility for determining whether travel will be approved.
Certificate Renewal – Administrators

The administrator:
- is not required to have a continuing professional development plan;
- is required to submit an assurance that he or she has met the requirements for certificate renewal (contents of the assurance are stated in the law);
- is required to maintain evidence of completion but not to submit it except in the case of audit or appeal;
- is required to have:
  - 30 hours of Administrators’ Academy coursework rather than 36 (one Academy course per year is still required, each with a communication, dissemination, or application component), and
  - 100 hours of professional development activities, or 20 hours per year if the certificate was reissued for fewer than five years (the communication, dissemination, or application component is no longer required, but the statutory purposes still do apply);
- if required to complete the introductory Administrators’ Academy course on evaluating certified staff, must do so over and above the 30 hours/one course per year;
- does not need a recommendation from a reviewer.

Receipt of Standard Teaching Certificate

Illinois Teachers with Initial Certificates:
- need a recommendation from an LPDC if a responsible one is operating;
- are required to submit an assurance of having met the requirements for a standard certificate;
- can qualify in several new ways:
  - by having completed approved one-year induction and mentoring programs instead of two-year programs (for initial certificates issued before September 1, 2007),
  - by having completed 12 semester hours of graduate credit toward an advanced degree in an education-related field,
  - by becoming “highly qualified” in an additional teaching area,
  - by receiving a 12-hour, post-baccalaureate, education-related “professional development certificate” from an Illinois institution of higher education,
  - by completing the NBPTS process,
  - by receiving a subsequent Illinois certificate or endorsement,
  - by accruing the applicable quantity of CPDUs, without regard to whether any of the activities generate “X-type” CPDUs;
- can no longer qualify by completing training as external reviewers for ISBE or by participating on review teams;
- are required to maintain evidence of completion but not to submit it except in the case of audit or appeal;
may appeal a regional superintendent’s recommendation for non-issuance of a standard certificate to the RPDRC.

Teachers who have completed four years of teaching but have not completed the requirements for the standard certificate received an automatic one-year reinstatement of their initial certificates as of July 1, 2004.

Teachers may now renew the initial certificate indefinitely until attaining four years of teaching experience.

Out-of-State Applicants:

- receive standard certificates without meeting the Illinois requirements in Subpart K of the rules if they have four years of teaching experience;
- receive initial certificates if they have less than four years’ teaching experience and must complete a proportionately reduced quantity of requirements in order to qualify for the standard certificate after attaining four combined years of experience, except that those with “second-tier certificates” from other states will not be subject to the requirements when they have accumulated four years of teaching experience.

Testing for Out-of-State Applicants

- The basic skills test is not required of individuals who hold valid, comparable out-of-state certificates if those certificates were issued prior to July 1, 2004. For out-of-state applicants certified after that date, the Illinois test will be required unless the individual passed a basic skills test in order to receive the out-of-state certificate.
- The Illinois content-area test is not required if the individual holds a valid, comparable out-of-state certificate and presents evidence of having passed a certification test in or directly related to that content area in another state.

(The Assessment of Professional Teaching appropriate to the level of the certificate sought is still required of all out-of-state applicants for teaching certificates.)

Criteria for Being Considered “Highly Qualified” Under NCLB

The new text of Appendix D transforms into rules mainly material that was adopted by the State Teacher Certification Board and the State Board of Education in June of 2003 and has been posted on ISBE’s web site since that time. However, some revisions were made based upon the need to reconcile federal requirements with recent changes to Illinois law and rules. In addition, this material now includes requirements for special education teachers.
Other Sections Included

Section 25.100 (Endorsing Teaching Certifications (2004)) is being amended due to a change made by P.A. 93-679. Holders of master teaching certificates are now permitted to teach honors and Advanced Placement courses in the sciences or social sciences regardless of whether they hold the specific designations, as otherwise required under Section 25.100(a).

Section 25.335 (General Administrative Endorsement (2004)) is being amended to accomplish a technical correction. The coursework required under Section 21-7.1(e)(2) of the School Code is not required to be part of the master's degree program completed, as currently stated in the rule.

Section 25.425 (Individuals Prepared in Out-of-State Institutions)
Language is being added in order to strengthen this Section with regard to expectations for out-of-state applicants, particularly those from states that do not require completion of approved programs for certification and those that do not certify persons for fields in which certification is required in Illinois.

Section 25.464 (Short-Term Authorization for Positions Otherwise Unfilled)
This rule does not arise from P.A. 93-679. Instead, it has been included in this rulemaking based upon the advice and requests of individuals responsible for certification matters in regional offices of education. Two problems identified by these colleagues are addressed.

First, the language of the rule as originally adopted in June of this year omitted any provision for middle-level assignments on this short-term basis, because of its repeated references to “subject areas”. Additional language is needed to encompass deficiencies that are not in a subject area but rather in the other courses required for the middle-level endorsement.

Second, the recently adopted language unintentionally conveys the meaning that individuals may only obtain needed additional coursework through institutions with approved programs in the respective fields. It was pointed out that this would lead to teachers’ inability to qualify for the endorsements sought within the time available. Since it is generally not required elsewhere in the rules (Section 25.100) that additional endorsements be acquired through approved programs, this rule should be more flexible and provide greater access to the needed coursework.

In addition, these changes will enable certain out-of-state candidates who were prepared for the middle grades to begin serving in Illinois while finishing any of the specific Illinois requirements they may lack.

These rules were presented for initial review by the State Board at its August meeting. The emergency rules were adopted at that time, and the regular amendments were subsequently published in the Illinois Register to elicit public comment. Approximately
two dozen responses were received. The issues raised are discussed in the attached Summary and Analysis of Public Comment.

Consultation with the State Teacher Certification Board
These rules were discussed in considerable detail with the State Teacher Certification Board at its meeting on August 6, 2004. In addition to reviewing the major aspects of the changes brought about by P.A. 93-679, staff sought specific input from the Certification Board on several issues, including the appropriate definition of “second-tier certificate” and the evidence of completion for the “professional development certificate” that is an added option for qualifying for the standard certificate. At the request of the Certification Board, specificity was added regarding the availability of pro-ration for out-of-state candidates with some teaching experience.

The major issues raised during the public comment period were reviewed with the Certification Board at its meeting on November 5, 2004. The input of the members is reflected in the version of the rules that is now being recommended for adoption.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Please see above. This rulemaking is due almost exclusively to legislative changes.

Budget Implications: None.

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

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

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

Certification (23 Illinois Administrative Code 25).

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

Next Steps
Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment
23 Ill. Adm. Code 25 (Certification)

Section 25.315

Comment
A question was raised as to the appropriateness of deleting (from Section 25.315(h)) the requirement for each administrator to include in his or her evidence of completion an analysis of at least one activity in terms of its implications for serving students with disabilities in the least restrictive environment. The respondent was under the impression that this stipulation was required as a result of the Corey H. litigation.

Analysis
While this rule was not directly required under Corey H., it was originally included as a way of mirroring the requirements that do exist for teachers in connection with that litigation. However, re-inserting it would not be in keeping with ISBE’s current emphasis on eliminating rules that exceed statutory requirements.

Recommendation
The language of the provision in question should not be restored.

Comment
With respect to administrators’ completion of coursework through the Administrators’ Academy, clarification of the word “annual” was requested. The respondent advocated permitting administrators to complete the five courses that are required for certificate renewal at any time during the five-year cycle, indicating that administrators should have the same flexibility regarding timelines as teachers do under the rules that apply to them. It was stated that administrators “tempt fate” if they elect to take courses during the second semester of any year (because cancellation, illness, or other factors could result in their inability to complete a course before the year ends). It was pointed out that the annual requirement creates an incentive for individuals to take courses early in each year rather than selecting courses that might be more relevant or useful to them but occur later in the year.

Analysis
We can appreciate the dilemma outlined by this commenter but cannot resolve it through the rules. Section 21-7.1 of the School Code establishes the requirement for “Participation every year in an Illinois Administrators’ Academy course”. Only an amendment to the statute will eliminate the problem identified in this letter.

Recommendation
Although no change in the rule should be made at this time, consideration should be given to development by ISBE of a legislative proposal revising the requirement discussed above.
Section 25.425

Comment
Staff were asked to ensure that the requirements of Section 25.425 (Individuals Prepared in Out-of-State Institutions) are explicit enough to ensure that all Illinois requirements will be met. Proposed new subsection (b)(3) was of particular concern because it addresses individuals who have not completed state-approved programs in order to receive their certificates and comparability is therefore an issue.

Analysis
The text of the rule in question is displayed below for ease of reference.

3) An applicant who holds a certificate from another state, territory, or possession of the U.S. but has not completed a preparation program approved by that state shall be required to present a written statement, signed by a representative of the agency issuing the certificate indicating that, at the time when the applicant was certified, the state of certification had certification requirements related to general education, professional education, and an area of specialization for the certificate issued and the applicant met the requirements in all three areas.

This rule does not mean that the written statement required is the only evidence that will be examined in determining whether an affected out-of-state applicant qualifies for an Illinois certificate. Section 25.425 must always, as its introductory paragraph indicates, be read in conjunction with the specific rule that applies to the certificate sought. Section 25.425 provides a generally applicable overview of how out-of-state applicants’ credentials will be reviewed. It explicitly does not take the place of or supersede any of the requirements described for any of the certificates elsewhere in Part 25.

Recommendation
No additional language is needed to address this concern.

Section 25.450

Comment
It was pointed out that the current language of the rule on lapsed certificates excludes individuals who hold valid certificates from other states. This was stated to be unfair and a disservice to persons who have Illinois certificates but move out of state for at least five years and forget to renew or register their Illinois certificates.

Analysis
This rule provides that individuals may reinstate lapsed certificates either by earning five semester hours of college credit or by presenting evidence of “holding a valid regular Illinois certificate of some other type”. Deletion of the word “Illinois” from this latter phrase (or possibly insertion of language expressly stating that the certificate of another type could be either an Illinois certificate or one issued by another state) would be the change sought by this commenter.
This rule has been in force in the same form for approximately 20 years. However, Section 21-14(a)(2) of the School Code, which discusses these requirements, refers only to “a valid regular certificate of some other type”, and we understand that legal advice some years ago was to include out-of-state certificates as well, since individuals who hold them can qualify for comparable provisional Illinois certificates. The rule should be amended to acknowledge this interpretation.

**Recommendation**

Section 25.450(b)(2)/(b) should be revised as shown below:

b) Present evidence of holding a valid regular Illinois certificate of some other type, whether issued by Illinois or by another state, territory, or possession of the U.S.

**Section 25.464**

**Comment**

It was brought to our attention that there is a problem of timing associated with the requirements of Section 25.464 (Short-Term Authorization for Positions Otherwise Unfilled). Subsection (a)(6) of this rule requires that the individual for whom a short-term authorization is to be issued must present some form of evidence of enrollment in coursework relevant to the subject area of assignment. However, the availability of short-term authorization is linked to the employing district’s inability to secure the services of an individual who is fully qualified, so that the need for a short-term authorization will often not be apparent until very close to the beginning of a school year. At that point in time it may be too late for the individual in question to enroll in coursework for that semester and to present evidence of having done so. Consequently in some cases there will be no way to receive short-term authorization when it is needed.

**Analysis**

We agree that there needs to be a degree of flexibility in the operation of this rule. It would be appropriate to accept a statement of intent to enroll in cases where time does not permit actual enrollment.

**Recommendation**

Section 25.464(a)(6) should be expanded to include a new subsection (D), as follows:

D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and

(The word “and” at the end of subsection (C) will also need to be changed to “or” to accommodate this extra option.)

**Section 25.720**
Comment
One commenter took issue with the requirement in Section 25.720(e)(5), questioning why someone who has met the requirements for a teaching certificate once should have to take the basic skills test for a subsequent certificate.

Analysis
Under P.A. 93-679 and Section 25.720(e)(3), many out-of-state applicants will not be required to take the basic skills test in order to receive their first Illinois certificate. The same was true for Illinois candidates who were certified before the testing requirement was established. Illinois teachers in this situation are required to take the basic skills test if they apply for subsequent certificates, and individuals from out of state should be subject to the same requirement unless exempted from the Illinois test under subsection (e)(3)(B) because they passed a basic skills test in another state. This comment has called to our attention the need to be more specific in the cross-reference so that out-of-state applicants who have passed a basic skills test elsewhere will not later be required to pass the Illinois test. Further, we have noted a need to deal with the situation presented by an individual holding more than one out-of-state certificate who initially applies for only one Illinois certificate and later applies for another Illinois certificate on the basis of the other comparable out-of-state certificate he or she holds.

Recommendation
Section 25.720(e)(5) should refer and apply to individuals who were not required to take the basic skills test “pursuant to subsection (e)(3)(A) of this Section”, rather than “pursuant to subsection (e)(3) of this Section”. Additional language should also be added to subsection (e)(5), as shown below:

5) When a person who was not required to take the basic skills test pursuant to subsection (e)(3)(A) of this Section seeks a subsequent Illinois certificate, he or she shall be required to pass the Illinois test of basic skills. However, a person applying for another Illinois certificate based on an additional out-of-state certificate or qualifications shall be treated as an out-of-state applicant and shall be subject to subsection (e)(3) of this Section.

Comment
One respondent inquired about the applicability of the Assessment of Professional Teaching (APT) to individuals receiving the “reading specialist” credential on a special K-12 (Type 10) certificate.

Analysis
As was explained to the commenter in connection with the specific circumstances surrounding the inquiry, Section 25.720(g)(2) will not require the APT of teachers who already hold another special K-12 certificate. However, this inquiry revealed a need for technical updating to Section 25.100 so that it will relate correctly to the version of Section 25.720 that will result from this set of amendments.
Recommendation
Section 25.100(i)(3) should be revised as shown below:

3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent standard certificate as explained in Section 25.720 of this Part.

Subpart J
Renewal of Standard and Master Certificates

Comment
Several comments and questions were received with regard to the reduction in requirements for certificate renewal that will apply to teachers who hold one or more advanced degrees or master certificates. The commenters advocated the immediate effectiveness of these reductions, meaning that they should apply when each affected individual next applies for certificate renewal rather than with respect to the cycle that follows that renewal. It was noted that the rules do not provide for a delayed implementation date or cycle, despite material posted on ISBE’s web site indicating that the reductions would apply to each individual’s second renewal cycle. A commenter pointed out that this approach to implementation would affect individuals who currently hold initial certificates as well. If they hold master’s degrees or earn them in the near future, they would still have to wait until after their first five years of standard certification before benefiting from the reductions. ISBE was asked to reconsider this interpretation.

Analysis
Under Section 21-2(c)(8) of the School Code, the number of continuing professional development units required for certificate renewal will be reduced by one-third for those with one master’s degree and by two-thirds for those with multiple advanced degrees or a master certificate. The intended timeframe for application of the reductions is not entirely clear from the structure and placement of the new language into the statute. Although these reductions are acknowledged in Sections 25.800(b), 25.805(k), and 25.880(d) of the rules without any stated delay in their applicability, their immediate implementation can be made explicit to avoid any further confusion. In addition, any published material that reflects an earlier understanding should be revised accordingly.

Recommendation
Specificity should be added to Section 25.805(k), as shown below.

k) The provisions of subsections (b), (h), (i), and (j) of this Section shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when certificates have been maintained valid and exempt and shall also be subject to any applicable reductions provided in Section 21-2(c)(8) of the School Code for any individual
whose application for certificate renewal is received or processed on or after July 1, 2004.

Section 25.880(d) should also be amplified:

d) The reduced requirements for continuing professional development that apply under Section 21-2(c)(8) of the School Code to certificate-holders who have acquired master’s degrees, education specialists, doctorates, or master certificates and whose applications for certificate renewal are received or processed on or after July 1, 2004, shall also be subject to proportionate reduction if applicable under this Section.

Comment
It was suggested that, when applying for certificate renewal, teachers (and administrators) should only be required to sign the statement of assurances and not to provide a summary or list of activities. The forms were stated to be overly complicated for statements of assurance. The commenter noted the responsibility of the individual to produce the portfolio of evidence of completion in case of an audit, stating that the only purpose for the assurance statement is to signify that the person has done what is required.

Analysis
The content of the statements to be submitted by teachers is established by Section 21-14(e)(4) of the School Code and includes the items required in Section 25.830(b) of the rules. This is the reason for presentation of that material in italic type. The required content cannot be omitted from either the rule or the form.

As far as administrators are concerned, Section 21-7(c-10) of the School Code requires that they “complete a verification form developed by the State Board of Education and certify that 100 hours of continuing professional development activities and 5 Administrators’ Academy courses have been completed.” Section 25.315(e) of the rules requires nothing beyond what is stated in the law.

The forms to be used for submission of assurance statements will be re-checked against the statutory requirements to ensure that any unnecessary information is eliminated, bearing in mind the obligation of regional superintendents to:

- “determine whether certificate holders have met the requirements for certificate renewal” (in the case of teachers); or

- “review and validate the verification form” (for an administrator) and base his or her recommendation on “compliance with all of the requirements for renewal”.

Recommendation
No changes in the rules are needed as a result of these comments.
Comment
Several comments and questions were submitted in connection with the role of the regional superintendent mentioned immediately above. ISBE was requested to define “review”, and particularly to clarify whether this means checking that the application form is complete or checking that each activity claimed was offered by an approved provider. It was also stated that it would be a duplication of effort to require both verifying the assurance statements and auditing individuals' records later. One commenter considered that the intent of requiring an audit of the records is that the assurance statement does not need to be verified and stated that the legislation does not mention verification, just an audit. It was suggested that ISBE establish a cap on the total number or percentage of records that will be audited each year, such as 10 percent of the records, not to exceed 100 teachers.

Analysis
As noted above, the statute does call for “a verification format” for use by administrators and does require regional superintendents to formulate their recommendations in light of each individual’s fulfillment of the applicable requirements. We do appreciate that a “review” will necessarily be limited when statements are presented without underlying evidence. However, we believe it is incumbent upon regional superintendents to include in their review all the aspects of compliance that can be considered based on the information provided. For example, there would be no point in the statutory requirement for teachers to identify the providers of activities in the absence of an assumption that the providers’ approval status is relevant to the recommendation for certificate renewal. Similarly, the regional superintendent would consider the number of credits generated by completed activities and determine whether those credits are sufficient to meet the requirement that applies to the teacher in question when any applicable reduction for an advanced degree and/or any periods of exemption are taken into account.

No cap on the number of audits should be stated in the rule, at least until ISBE and the regional superintendents have accumulated some experience in this regard and until it becomes apparent how the assurance-based system will work.

Recommendation
Section 25.315(e)(2) should be amplified to state that the regional superintendent shall forward a recommendation regarding administrative certificate renewal “Based on the available information regarding the individual’s compliance with the requirements for certificate renewal set forth in this Section…”

Similarly, Section 25.850(e) should be revised to state that (with respect to the renewal of teaching certificates), “Each regional superintendent shall review all recommendations for certificate renewal or nonrenewal in light of the assurances and other information presented and, using a form supplied by the State Board of Education…”

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Comment
A commenter suggested eliminating Section 25.850(h), believing it means the information on valid and active or exempt status has to be updated each semester. The respondent pointed out that teachers rarely inform the regional office when they have a change in status and asked whether there would be some penalty for teachers needing to go back and change this information retroactively.

Analysis
The rule in question and Section 25.880(a)(1) were written to require that teachers establish a record for the semesters of exemption they planned to claim, and the form that corresponds to these rules was designed so teachers would get responses from the regional superintendents as to whether any particular change in circumstances would or not qualify as period of exemption. This was intended as a protection for teachers. Without such a mechanism, there is a risk that a teacher will believe one or more semesters will count as a period of exemption and will not find out that this is not the case until the end of the certificate's validity, when it is too late to accrue credit for additional activities. The wording of Section 25.850(h) actually refers to “for each semester” and was never intended to require immediate exchange of information between the teacher and the regional office.

In discussing this issue, we considered how this information will be used and envisioned several alternatives. It became apparent that deleting Section 25.850(h) as well as Section 25.880(a) would mean that claimed periods of exemption would only come to light when teachers apply for certificate renewal. This would compress the necessary verification of claimed periods of exemption into a short period of time, which seems considerably more burdensome than establishing them on an on-going basis. Therefore, rather than delete Section 25.850(h) as suggested, we believe it would be preferable to leave that rule as is and reinstate some of the material in Section 25.880(a)(1) that was proposed for deletion. The new version should make it clearer that the timing of this informational exchange is not an issue. Further, we should eliminate as much of the regional superintendents’ effort from this process as possible by requiring responses only when a claimed period does not qualify for exemption. Positive responses are no longer needed, since teachers will be able to look up their status on the On-line Teacher Information System (OTIS). The relevant form should also be revised accordingly.

Recommendation
Section 25.880(a)(1) should be restored to state:

1) Each certificate-holder shall notify the regional superintendent of schools of any semester that he or she believes qualifies as a period of exemption. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual’s certificates will be considered valid and active or valid and exempt for any given semester. The regional superintendent shall verify the certificate-holder’s employment status and shall, as applicable:
A) enter the period of exemption into the centralized registry; or

B) return the notification form to the certificate-holder with an indication as to why the period in question does not qualify as a period of exemption.

The complete current text of Section 25.880(a)(1) that was to have been eliminated is shown below as a basis for comparison with the language recommended above.

1) Each certificate-holder shall notify the regional superintendent of schools each time there is a change in his or her teaching assignment, employer, or employment status. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual’s certificates will be considered valid and active or valid and exempt for any given semester.

A) A certificate-holder may notify the regional superintendent either when a change occurs or whenever it becomes apparent that a particular semester will qualify or has qualified as a period of exemption.

B) The regional superintendent shall verify the certificate-holder’s employment status and shall return to the certificate-holder a signed copy of the form indicating whether a period of exemption has been recorded.

Comment
A number of commenters requested that activities completed after March 1 of the final year of a certificate’s validity continue to be available for carryover into the next renewal cycle, as has been provided in Section 25.825(g). They indicated that, if this opportunity were no longer available, activities completed late in the final year would be lost. Several of these individuals focused their comments on college coursework. One stated, “Most summer classes have been in June; July 1 is too late to start counting classes.” Another indicated that she preferred to take classes offered in spring because, “If they start July 1 or later they won’t be complete by the next school year.” A third referred to delays in receiving grades or transcripts. There were several references to activities that occur “outside the official cycle”. It was proposed that the language of Section 25.825(g) be restored with the exception of the reference to the individual’s plan for continuing professional development.

Analysis
Section 25.825 (Progress Toward Completion) was proposed for repeal in its entirety because it deals principally with the submission of evidence of completion and the review of that evidence by the LPDC. Subsection (g) was originally included in the rules to accommodate the lengthy procedural steps involved with the LPDC’s recommendation regarding certificate renewal and especially the 30-day waiting period that has now been eliminated. Teachers were advised to apply for renewal no later than March 1 of the final year in order to preserve their right of appeal and to leave time
for all the steps involved. Since all evidence of completion had to be presented before
or at the time of application for renewal, it was clear that the time from March 1 onwards
would not be available for the accumulation of credits for professional development
applicable to that cycle.

A revised timeframe for applications (April 1 rather than March 1) is now stated in
Section 25.830, again so that teachers can preserve their right of appeal in light of the
steps potentially remaining in the process. We agree that the concept that has been
stated in Section 25.825(g) remains valid and should be restored to reflect the April 1
date. Since the balance of Section 25.825 will be repealed, a better placement for this
one remaining provision would be in Section 25.805 (Continuing Professional
Development Options), where an overview of the creditable activities is given.

Recommendation
A new subsection (m) should be added to Section 25.805:

m) Credit earned for any activity that is completed (or for which the certificate-holder
receives evidence of completion) on or after April 1 of the final year of a
certificate’s validity, if not claimed with respect to that period of validity, may be
carried over and claimed in the subsequent period of validity, provided that the
activity in question is relevant to the requirements that apply to that period.

Comment
One respondent felt that districts that have maintained their LPDCs should have some
“leadership and authority” and advocated for applications approved by LPDCs to be
forwarded directly to the State Teacher Certification Board rather than to the regional
superintendents. This individual believed that “LPDC districts” should not have their
hands tied.

Analysis
There is no distinction drawn in Section 21-14 of the School Code regarding the role of
the regional superintendent in reviewing applications for certificate renewal depending
upon whether an LPDC is operating in a given district. The statute explicitly provides
that, “The LPDC shall make recommendations to the regional superintendent of schools
on renewal of teaching certificates.” Similarly, “The regional superintendent of schools
for each region shall perform the following functions: (1) review recommendations for
certificate renewal, if any, received from LPDCs…” The State Board of Education does
not have authority to provide otherwise via its rules.

Recommendation
No change should be made in the rules in response to this comment.

Comment
It was pointed out that some teachers have great difficulty using CERTS (the Certificate
Renewal Tracking System) due to the age of districts’ equipment or
the lack of access to the Internet. The commenter stated the belief that teachers should not be penalized for not filing their certificate renewal materials electronically.

**Analysis**
Although CERTS is widely used by teachers and administrators because of the convenience it affords, the rules do not limit teachers to use of the electronic system, nor is there any penalty for submission of paper forms instead.

**Recommendation**
No change in the rules is needed.

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**Subpart K**
**Requirements for Receipt of the Standard Teaching Certificate**

**Comment**
An alternative to requiring inclusion of the professional development certificate on the individual’s official transcript was stated to be needed because some universities’ automated systems will not permit addition of this information.

**Analysis**
Since this issue was brought to light by a representative of a large institution, we clearly need to develop an alternative to the requirement expressed in the proposed rule.

**Recommendation**
The relevant sentence in Section 25.942(b) should be amplified as shown below:

The required evidence of completion for this “certificate” is either a separate, identifiable document bearing the institution’s seal or a notation on the individual’s official transcript indicating that the “certificate” has been awarded.

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**Appendix D**
**Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances**

**Comment**
A number of e-mails and letters were received from individuals and groups on the subject of the criteria for being considered “highly qualified” in connection with special education teachers. Many of these communications advocated considering these teachers highly qualified if they were certified in special education. A common concern among the commenters was that special education teachers should not be required to be certified or specially qualified in each core academic subject area. Several asked for repetition of an explicit statement throughout the rules for elementary, middle grades, and secondary assignments that special education teachers are highly qualified if they meet the requirements for their special education assignments. It was pointed out that
“special education is not a place”, in the sense that instruction may be provided in a variety of educational environments and this continuum must continue to be available.

Analysis
These concerns appear to have arisen in connection with the language used in describing criteria for teachers who are new to the profession (Group II in Appendix D of the rules). This material is organized by area of assignment, as its title indicates. Criteria for special education teachers are provided in a separate specific section so that the statements will not need to be repeated. They will apply regardless of the setting in which a student with an IEP receives instruction from a special education teacher. This is consistent with the agency’s emphasis on brevity in the rules wherever possible to achieve, and it is appropriate because special education constitutes a different assignment than general education does. If this were not the case, separate certification for special education would not be required.

That said, however, we do acknowledge the complexity of the proposed language related to special education. Clearly it was not apparent that, in subsection (a) of that material, “passed the content-area test relevant to the area of endorsement on that certificate” means the individual has passed the content-area test for his or her special education endorsement, i.e., LBS I, Teacher of Students who are Blind or Visually Impaired, etc. (These tests are content-area tests within the Illinois Certification Testing System, just as the mathematics test or the history test is a content-area test.) The text of the rule as proposed does mean exactly what these commenters have advocated; it allows teachers who have “primary responsibility for providing direct content instruction in a core academic area in a special education program at any grade level” to be considered highly qualified. The rules can be revised in several respects to emphasize this point without introducing unnecessary repetition.

Recommendation
No changes are needed in the discussion of Group I in this respect, because all assignments are subsumed within the same criteria and the special education content-area tests are mentioned under subsection (a) as being among those that are relevant. Within Group II, the labels for the areas of assignment should be more carefully delineated, so that it will be clear which portions are relevant to teachers of special education:

Elementary Grades (K-4) – General Education
Middle Grades (5-8) – General Education
Secondary Grades (9-12) – General Education
Special Education – All Grade Levels

Subsection (a) regarding special education assignments should be amplified as shown below:

a) holds a special preschool-age 21 (Type 10) certificate, or an elementary (Type 03), early childhood (04), or secondary (Type 09) certificate endorsed for a
special education field, and has passed the content-area test relevant to the special education area of endorsement on that certificate; or

Similarly, subsection (b) regarding special education assignments should be modified:

b) holds a provisional certificate with an endorsement in a special education field based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the relevant special education content-area test within nine months after receipt of the provisional certificate); or

Comment
It was stated that the rules in Appendix D are ambiguous because terms and phrases are used without being defined. Of particular concern were “primary responsibility” and “core academic subjects”. Along the same lines, another commenter emphasized that special education teachers should be allowed to meet all the specialized instructional needs of students with disabilities. This individual appeared to interpret the reference to primary responsibility as precluding special education teachers from teaching core academic content areas (and from being considered highly qualified to do so).

Other related comments addressed co-teaching situations and asked for confirmation of the understanding that only one teacher in such a situation is required to meet the criteria for being considered highly qualified.

Analysis
The core academic subjects need no definition in the State Board’s rules because they are identified in the federal No Child Left Behind Act. (They include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). The requirement for any given teacher to be “highly qualified” arises under NCLB only when that individual has primary responsibility to providing instruction in one of those core academic areas. Special education teachers whose assignment involves “self-contained” classrooms clearly do have “primary responsibility” for teaching content to the students in those classrooms, and nothing in the rules is intended to prohibit them from doing so.

The issue does become more complicated when more than one teacher is providing services in the same setting at the same time. It is correct that, when responsibility is shared, the individual with “primary responsibility” is the one required to be highly qualified, so that in some co-teaching or team teaching scenarios the analysis will be applied to the general education teacher rather than the special education teacher. In other situations, both teachers will be subject to the analysis because each has primary responsibility for a group of students within the overall group sharing the same space. When a special education teacher works with a general education teacher, the employing district must determine which one is the teacher of record for providing instruction to students in a core academic subject area, as opposed to consulting with the other teacher, and this will determine who is required to be highly qualified for that assignment.
Recommendation
No further specificity on these matters is needed in the rules.

Comment
It was pointed out that the criteria under subsection (e) for Group I (“Current” Teachers) do not appear to encompass special education teachers. ISBE was asked to review this material to ensure that no one to whom it should apply is inadvertently left out.

Analysis
The criteria for the teachers in Group I represent an approach to acknowledging the various ways in which veteran teachers could demonstrate subject matter competency. In short, the first four of these include passage of a test, completion of a major or the coursework equivalent, attainment of a graduate degree in a directly related field, and certification by the National Board for Professional Teaching Standards. All those options are equally available, regardless of whether a teacher is certified for and teaching general education or certified for and teaching in special education.

The situation presented by subsection (e) is different, accounting for the fact that a teacher in general education may be eligible to teach additional subjects (with or without applying for the relevant endorsements) beyond the field in which is or her certificate was originally issued. A lesser amount of coursework has been required for such additional subjects than for the subject area originally endorsed on the certificate. (For example, a secondary teacher originally certified in mathematics will have completed a major in math and will be highly qualified in math on that basis but may have become eligible to teach English language arts as well, by accumulating the required 24 semester hours that have been specified in Section 1.730 of the rules. The 24 semester hours would not make the individual highly qualified in English language arts.)

By contrast, teachers who are certified in special education will not need the benefit of this approach, because each one will be considered highly qualified under subsection (b), completion of a major in special education. All those certified since 1988 would also be considered highly qualified because they have passed the content-test for their area of assignment (special education).

We note that yet another group of teachers needs consideration in the context of this rule, i.e., those who hold elementary, secondary, early childhood, or special K-12 certificates but are serving on special education teaching approval. Criteria for “new” teachers in this situation are provided in subsection (c) of the special education material within Group II. Within Group I, veteran teachers serving on special education teaching approval would not be considered highly qualified under subsection (a), (b), (c), or (d).
There is therefore a need to indicate whether the HOUSSE criteria in subsection (e) will be applicable to these teachers, recognizing that teaching approval issued before 2002 did not expire and many teachers may have accumulated a great deal of service on these teaching approvals. For the sake of consistency, we believe these criteria should be applied.

In reviewing this rule it has also come to our attention that there is an error in the cross-reference in subsection (e). Section 1.736 of the rules has included requirements for health education and physical education and therefore is not relevant to the issue of “highly qualified”, while Section 1.740 has included requirements for reading and therefore is relevant. The rule needs to be corrected in this regard.

**Recommendation**

Subsection (e) within Group I should be revised as shown below:

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e) holds an endorsement or the coursework that, prior to June 1, 2004, was considered the “minimum requirements” for the assignment under 23 Ill. Adm. Code 1.710, 1.720, 1.730, 1.735, or 1.736, or holds special education teaching approval, and
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Subsection (e)(2) should be made more specific:

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2) has accumulated 100 points based on completion of any combination of the following requirements, for which purpose special education shall be considered the “subject area” or the “area of teaching assignment”, as applicable.
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**Comment**

It was proposed that ISBE remove from the rules all the criteria for special education teachers pending reauthorization of the Individuals with Disabilities Education Act (IDEA) and the availability of clearer direction from the U.S. Department of Education on this subject. Concern was expressed that districts might have to notify parents that their children’s special education teachers were not highly qualified because they lacked certification in individual content areas. This would lead to negative publicity and “extreme uncertainty”.

**Analysis**

As explained above, it seems clear that the considerable latitude conveyed by the criteria stated in these rules was widely misunderstood. Rather than causing special education teachers to be considered not highly qualified, these rules will generally have the opposite effect.

We can identify no detrimental effect that might arise if teachers are given the state-level benefit of this analysis at this time (i.e., receipt or renewal of the standard certificate, as the case may be) even if later information from the federal government requires that the Illinois criteria be made more stringent. Until such time as that might happen, these criteria for special education will allow teachers with other credentials to
use becoming highly qualified in special education as a means of qualifying for the standard certificate or for certificate renewal. This can be a useful incentive at a time when Illinois needs more teachers with training in special education, and we would view its omission as counterproductive. On balance, there is more to be lost by making no statements about special education now than by tightening the requirements later at the express direction of the federal government.

**Recommendation**

In light of the factors outlined above, the criteria for being considered “highly qualified” should be left in the rules.

**Comment**

One respondent expressed concern at considering a teacher holding short-term emergency certification in special education as highly qualified, as provided in subsection (c). Since these individuals are only required to have completed two special education courses prior to receipt of the short-term emergency certificate, they are unlikely to have experienced sufficient contact with students with disabilities during their pre-service training and can be expected to lack sufficient technical information. Thus they would not have the depth and breadth of knowledge that a certified special education teacher would have and should not be considered highly qualified. The commenter drew a comparison between this rule and Section 25.464 (Short-Term Authorization for Positions Otherwise Unfilled), noting that teachers serving on that type of authorization are not considered highly qualified based on the nine semester hours of credit they must have in the subject to be taught.

**Analysis**

We can understand the commenter’s concern about “highly qualified” status for individuals with the short-term emergency certificate. However, the analysis with regard to “highly qualified” is concerned with the mastery of academic content in the core subject areas, as opposed to conveying any characterization of a teacher’s qualifications in special education per se. An Illinois teacher who holds the short-term emergency certificate is eligible to teach students with disabilities. To determine whether he or she is to be considered highly qualified, it is necessary to review his or her work in one or more core academic subjects, not in special education. The three criteria stated as options under subsection (c) are available to such a teacher, just as they would be to someone holding a secondary certificate and teaching approval in special education. (By comparison, none of those three criteria would be met by someone assigned to a general education classroom under Section 25.464 based on completion of nine semester hours in a subject.)

**Recommendation**

No change should be made in the rule in response to this comment.

**Comment**

Information has been received from the U.S. Department of Education refining the Department’s position on criteria for considering “new” teachers in elementary grades
highly qualified. ISBE staff have been informed that only passage of a test of subject matter knowledge and teaching skills will be considered an appropriate criterion.

**Analysis**
At the time of this writing an effort was being made to gain final confirmation of this requirement. We believe that the most prudent course would be to revise the criteria for new teachers of elementary grades as presented in Group II to conform to the most recent information. If we later determine that other options can, in fact, be used, the rule can be amended to include them.

This information also affects some of the criteria for new special education teachers in Group II if they are serving in the elementary grades. The discussion of teaching approval and short-term emergency certification found in subsection (c) of the special education material will need to be differentiated according to grade level.

**Recommendation**
Proposed subsections (b) and (d) should be deleted from the criteria for the elementary grades in Group II, since they rely upon certification from the National Board for Professional Teaching Standards rather than passage of an appropriate test.

The phrase “at any grade level” should be deleted from the introductory portion of the special education criteria in Group II. Proposed subsection (c) should then be split into two subsections as shown below.

**c)** holds an elementary (Type 03), or early childhood (Type 04) certificate with teaching approval in special education; or holds short-term emergency certification in special education, is serving in the elementary grades, and has passed the Elementary/Middle Grades test (or, through Grade 3, the Early Childhood test); or

**d)** holds a secondary (Type 09) or special K-12 (Type 10) certificate with teaching approval in special education; or holds short-term emergency certification in special education, is serving outside the elementary grades, and

1) has passed the content-area test applicable to the core academic subject area of the teaching assignment or the special education content-area test applicable to the students served, or

2) has completed a major or the coursework equivalent to a major in the core academic subject area of the teaching assignment, or

3) holds a graduate degree in a field directly related to the area of assignment; or

(Proposed subsection (d) should be relabeled as (e).)
Comment
Two commenters noticed that the criteria for assignments in the secondary grades do not include holders of special K-12 certificates, only provisional special K-12 certificates. They recommended that the rule should be revised to include the former group.

Analysis
These commenters are correct, and the omission of the “regular” special K-12 certificate from the location identified is an oversight that should be remedied. The same options are available to the holder of a special K-12 certificate as to the holder of a secondary certificate.

Recommendation
A new subsection (c) should be inserted under the heading “Secondary Grades (9-12) – General Education” to state, “holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the relevant content-area test; or”. (The label for proposed subsection (c) should also be changed to (d).)

General Comments
Several respondents expressed general concern about the number of changes that have been made in the system and how all the renewal processing will be taken care of starting in April. It was stated that ISBE and the legislature have come up with “one half-baked plan after another” and that teachers are entitled to respect in the form of timely and accurate information. Related statements indicated that establishment of the LPDCs was a waste and that the renewal process has lost all credibility. One commenter questioned how teachers will really be held accountable and how many more changes there will be.

Analysis
As some of these commenters acknowledged, the changes made in the requirements for certificate renewal arise from legislative action. These changes must be reflected in ISBE’s rules as they are enacted.
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STATE BOARD OF EDUCATION

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CERTIFICATION

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Endorsement Structure Beginning July 1, 2004

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

Section 25.11 New Certificates (February 15, 2000)

Section 21-2 of the School Code [105 ILCS 5/21-2] establishes a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that will be available as of that date is found in Appendix B to this Part. The transition to the new system will affect certified individuals as set forth in subsection (a) of this Section; under the new system, and candidates for certification shall be treated in accordance with the remaining provisions of this Section.

a) Holders of certain current Illinois teaching certificates shall receive corresponding standard teaching certificates when they next renew any of their current certificates.

1) Certificates subject to exchange are listed in Appendix C to this Part.

2) No certificate-holder shall be penalized in the exchange of certificates. Each endorsement held by a certificate-holder prior to February 15, 2000, shall be recorded on the appropriate certificate received pursuant to this subsection (a). Qualifications accepted for particular teaching assignments prior to February 15, 2000, shall continue to be acceptable for those assignments, unless Section 25.100(l) of this Part applies.

b) Out-of-state candidates who qualify for Illinois teaching certificates pursuant to Section 25.425 of this Part and who pass the applicable examinations (see Section 25.720 of this Part) shall receive either initial or standard teaching certificates, and, except as provided in subsection (b)(3) of this Section, those who receive initial certificates shall be subject to the requirements of subsection (d) of this Section in terms of their subsequent receipt of standard teaching certificates. An out-of-state applicant who does not qualify for an initial or standard certificate may qualify to receive a provisional certificate subject to the provisions of Section 21-10 of the School Code [105 ILCS 5/21-10].

1) Standard certificates will be issued to candidates who present evidence of at least four years of teaching experience on a valid certificate issued by a state, territory, or possession of the United States, unless a candidate elects to receive an initial certificate to afford himself or herself time to
2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience.

A) A recipient of an initial certificate pursuant to this subsection (b)(2) shall be eligible to apply for a comparable standard certificate when he or she has accumulated a total of four years’ teaching experience on a valid certificate, including the time taught outside Illinois, and may either count his or her teaching time outside Illinois or elect to wait until he or she has accumulated four years’ teaching on the Illinois initial certificate.

B) Pursuant to Section 21-2(b-5) of the School Code, the 12 semester hours of graduate-level coursework needed to complete the option discussed in Section 25.905(d) of this Part and the 60 continuing professional development units (CPDUs) needed to complete the option discussed in Section 25.905(e) of this Part shall be reduced in proportion to the amount of teaching time a candidate needs to accumulate in Illinois in order to complete four years of teaching. The number of hours or CPDUs required shall be reduced by one-fourth for each full year of teaching completed outside Illinois.

3) The requirements of Subpart K of this Part shall not apply to an individual who holds a second-tier certificate from another state. (Section 21-2(b-5) of the School Code) A “second-tier certificate” is one that is issued after a teacher has:

A) held a prerequisite teaching certificate that was valid for the same area or areas of assignment, other than an emergency, provisional, or substitute certificate; and

B) met specified additional requirements for professional development or induction to the profession of teaching.

4) Certificates will be endorsed in accordance with the provisions of Sections 25.100 and 25.425 of this Part.
c) A candidate completing an approved Illinois teacher preparation program on or after February 15, 2000, may qualify for an initial teaching certificate by passing the applicable examinations as set forth in Section 25.20, 25.30, 25.40, or 25.80 of this Part, or in Section 25.22, 25.32, 25.42, or 25.82 of this Part, as applicable.

d) An individual who has completed four years of teaching on an initial certificate (or on another certificate that was issued in conjunction with an initial certificate) may qualify for a comparable standard certificate as set forth in Subpart K of this Part.

1) All endorsements shall be carried forward from an initial to the comparable standard certificate.

2) A holder of an initial certificate who has not completed four years of teaching within four years may renew and register the certificate for additional four-year periods without limitation. (Section 21-14(b) of the School Code [105 ILCS 5/21-14(b)] A candidate who does not complete four years of teaching within twelve years after his or her initial certificate is issued may receive another initial certificate by taking and passing the initial certification examinations required at that time and meeting all other requirements then in force for that certificate. However, if an individual assumes employment on an administrative or school service personnel certificate before completing four years of teaching, the 12-year period shall toll (i.e., the 12-year “clock” shall be stopped) during that period of employment.

3) A candidate who has taught for four years on an initial certificate but has not met the requirements of Subpart K of this Part may not receive another comparable initial teaching certificate. For example, a holder of an initial elementary certificate will not be eligible to receive another initial elementary certificate. However, such an individual may receive a reinstated certificate, valid for one year, during which he or she may complete the option chosen as a means of qualifying for the standard teaching certificate. (Section 21-14(b) of the School Code) No initial certificate-holder may receive a reinstated certificate more than once pursuant to this subsection (d)(3).
4) When an individual completes four years of teaching experience on an initial certificate, that certificate shall become invalid on the following June 30.

e) A holder of an Illinois teaching certificate who has teaching experience on a valid certificate as required by Section 21-11.2 of the School Code [105 ILCS 5/21-11.2] may receive an additional certificate of another type as set forth in Section 25.35 of this Part. Once an individual has received a standard teaching certificate, any other subsequently issued early childhood, elementary, secondary, special K-12, or special preschool–age 21 certificate shall also be a standard certificate, with the exception of any master certificate for which the individual also qualifies.

f) “Four years of teaching experience” means the equivalent of four years’ full-time employment, i.e., eight semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.

g) “Evidence of teaching experience” means a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the candidate’s teaching. A letter signed by an official of the state education agency in another state may be substituted for an employer’s letter when the latter cannot be secured. Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.

h) For purposes of this Section, “valid certificate” means a certificate equivalent to an Illinois master, standard, initial, or provisional early childhood, elementary, secondary, or special certificate.

i) Upon application, a holder of certification issued by the National Board for Professional Teaching Standards (NBPTS) shall be issued a comparable Illinois master certificate. Endorsements comparable to those held by the individual shall appear on the master certificate. The State Board shall make available the list of NBPTS certifications for which Illinois master credentials are available and shall update that list as the NBPTS expands its areas of certification.

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

Section 25.100 Endorsing Teaching Certificates (2004)
Beginning July 1, 2004, the structure of endorsements available on Illinois certificates will be changed. Appendix E to this Part provides a list of the endorsements that will become available at that time, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and will be discontinued or replaced. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education.

a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the specific designation, unless he or she holds an applicable master certificate. For example, a secondary science teacher with a biology designation may not teach honors physics or chemistry unless he or she holds a master certificate endorsed for sciences.

b) Endorsement(s) at Time of Issuance

Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], all certificates initially issued under this Article...shall be specifically endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.

1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.

2) For each application received on or after October 1, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the
candidate and, except as provided in subsections (g), (h), (i), (j), and (k) of
this Section:

A) any additional area in which the individual has completed a major
area of concentration, totaling 32 semester hours or as otherwise
identified by a regionally accredited institution on the individual’s
official transcript; and

B) any additional area in which the individual presents evidence of
having accumulated 24 semester hours of college credit
demonstrably related to the subject area, either as a subset of an
approved program at an Illinois institution or from one or more
regionally accredited institutions of higher education, and has
passed the applicable content-area test (or test of subject matter
knowledge); and

C) any additional area for which the individual has met the applicable
requirements of subsection (e) of this Section.

3) An individual who passes a test of subject matter knowledge prior to July
1, 2004, and applies for the related certificate no later than five years after
the date on which the test was taken shall receive an endorsement valid
only for the specific subjects covered under the prior system, unless the
institution that offered the program completed by the candidate certifies to
the State Board of Education that the candidate completed a program that
met the applicable standards set forth at 23 Ill. Adm. Code 27 (Standards
for Certification in Specific Teaching Fields). An endorsement under the
new structure will be issued to an individual who either passes the
applicable new content-area test or completes a program based upon the
applicable standards for the content area.

4) To account for the differing stages of preparation attained by candidates
who were already enrolled in approved programs as of July 1, 2004, each
institution may, through June 30, 2006, recommend to the State Board of
Education the issuance of one or more endorsements under the structure in
effect prior to July 1, 2004, to a candidate who has completed the
coursework required for those endorsements and, in the judgment of the
institution’s certification officer, did not have a sufficient opportunity to
complete the requirements for the comparable new endorsements instead.
c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool–age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.

d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.

e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.

1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular designation.

2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:

   A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or

   B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or
C) present evidence of at least one year’s teaching experience on a valid certificate in the area covered by the endorsement or designation sought.

3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q).

f) Addition of Endorsements to Previously Issued Certificates

Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

1) An applicant who qualifies for an endorsement shall receive a new copy of the original certificate with the endorsement and date of the endorsement affixed.

2) Applications received through June 30, 2005, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, and deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement shall be honored by the State Board of Education for a period of one year from the date of issue, except in the case of reading as provided in subsection (i)(1)(C) of this Section. Applicants will receive the endorsements only if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same endorsements shall be accompanied by another fee and shall be subject to any new requirements.

3) Except as provided in subsections (g), (h), (i), (j), and (k) of this Section, for applications received on or after July 1, 2005, an endorsement will be issued to each applicant who:

A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript; or
B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or

C) has met the applicable requirements of subsection (e) of this Section.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool–age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.

h) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences.

1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to pass the content-area test for the designation sought and either:

A) be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on
having completed coursework sufficient to address the applicable content-area standards; or

B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:

i) at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and

ii) some portion of the coursework completed must have addressed at least two additional designations within the field.

2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent designation in the same field if he or she has:

A) passed the applicable content-area test; or

B) completed a major in the content area of the designation.

4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.

i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

1) Reading Teacher
This endorsement shall not be issued as an individual’s first teaching credential. An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this additional endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:

A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher’s preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading,

ii) content-area reading,

iii) assessment and diagnosis of reading problems,

iv) developmental and remedial reading instruction and support,

v) developmental and remedial materials and resources, and

vi) literature appropriate to students across all grade ranges; or

C) having completed, on or before June 30, 2005, the 18 semester hours of college coursework in reading described at 23 Ill. Adm.
Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required and no deficiency statement shall extend the timeline for completion of the coursework beyond June 30, 2005.

2) Reading Specialist

The reading specialist’s endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate or on a separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience and:

A) having completed a K-12 reading specialist’s program approved pursuant to Subpart C of this Part that includes a practicum and leads to the issuance of a master’s or higher degree; and

B) having been recommended for the endorsement by the institution offering the program; and

C) having passed the content-area test for reading specialist.

3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent standard certificate as explained in Section 25.720 of this Part.

j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.

1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript.
2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours of college credit in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual’s prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved). Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).

3) Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).

4) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.

k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, including reading assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

l) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

(Source: Amended at 28 Ill. Reg. _____, effective ______________)
SUBPART E: REQUIREMENTS FOR THE CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY STAFF

Section 25.315 Renewal of Administrative Certificate

The requirements set forth in this Section apply to renewal of administrative certificates in accordance with Section 21-7.1 of the School Code [105 ILCS 5/21-7.1].

a) Professional Development Required

Pursuant to Section 21-7.1 of the School Code, renewal of administrative certificates held by public school administrators who are serving in positions requiring administrative certification is contingent upon certificate-holders’ presentation of evidence of continuing professional education. For the purposes of this Section, the terms “continuing professional education” and “continuing professional development” shall be considered synonymous. Renewal of any affected administrative certificate whose period of validity begins on or after July 1, 2003, shall require the certificate-holder’s:

1) preparation of an individual plan for continuing professional development that conforms to the requirements of subsection (b) of this Section and submission of the plan for review as set forth in subsection (f) of this Section (unless the individual is exempted from the requirement for a plan as provided in subsection (e-15) of Section 21-7.1 of the School Code or is subject to the limits on employment set forth in Section 16-118 of the Illinois Pension Code [40 ILCS 5/16-118] and will use the administrative certificate only within those limits);

2) completion of the professional development activities sufficient to satisfy the requirements of Section 21-7.1 of the School Code enumerated in the plan (or completion of a reduced quantity of activities as applicable to the validity or remaining validity of the certificate, if subsection (e-15) of Section 21-7.1 of the School Code applies); and

3) presentation, upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section, of evidence of completion of the activities enumerated in the plan or completed pursuant to subsection (e-15) of
b) Requirements of the Plan

1) Each plan shall include at least three goals developed by the individual administrator related to continuing professional development.

2) Each plan shall include at least five professional development activities that will be completed during the period of the certificate’s validity (see subsection (c) of this Section), for a total of not fewer than 100 continuing professional development hours, unless otherwise provided in subsection (k) of this Section. Each plan shall describe how each of these activities will address one or more of the administrator’s goals, how it will contribute to the achievement of one or more of the Illinois Professional School Leader Standards (see 23 Ill. Adm. Code 29.100), and how it will contribute to the achievement of one or more of the Illinois Professional School Leader Standards (see 23 Ill. Adm. Code 29.100).

Each activity shall be required to address one or more of the following purposes:

1) A) improving the administrator’s knowledge of instructional practices and administrative procedures;

2) B) maintaining the basic level of competence required for initial certification; and

3) C) improving skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of levels of student performance. (Section 21-7.1 of the School Code)

3) In addition to the activities required under subsection (b)(2) of this Section, each administrator’s plan shall provide for annual completion of a course conducted by the Illinois Administrators’ Academy established pursuant to Section 2-3.53 of the School Code [105 ILCS 5/2-3.53] (see subsection (d) of this Section), resulting in the accumulation of no fewer than 36 continuing professional development hours during the period of the certificate’s validity, unless otherwise provided in subsection (k) of this Section.
4) Each plan shall identify at least one activity from among those completed pursuant to this Section that will address a need identified in the certificate holder’s school improvement plan at either the district or the school level or, for a regional administrator, the applicable regional improvement plan.

c) Activities selected to fulfill the requirement for 100 hours of professional development (see Section 21-7.1(c-10) of the School Code) requirements of subsection (b)(2) of this Section shall be subject to the provisions of this subsection (c).

1) Activities chosen for this purpose may include but need not be limited to:

   A) Completion of college/university courses;

   B) Participation in state and national conferences of professional organizations or in workshops, seminars, symposia, or other, similar training events;

   C) Teaching college/university courses or making presentations at conferences, workshops, seminars, symposia, or other, similar training events;

   D) Providing formal mentoring to one or more other administrators;

   E) Independent study; and

   F) Other activities related to the Illinois School Leader Standards and other applicable standards (see 23 Ill. Adm. Code 29) such as developing or revising school programs, participating in Administrators’ Academy courses, research, and other, similar projects.

2) For each activity completed, the certificate holder must either:

   A) apply what he or she has learned in his or her practice and create a written record of its application for submission to the responsible reviewer; or
B) disseminate an analysis of what was learned to some other group of educators, including its results, benefits, and/or implications for the needs of one or more districts, schools, or individual administrators.

3) Continuing professional development hours for the activities chosen pursuant to this subsection (c) required by subsection (b)(2) of this Section shall be credited as follows.

A) Fifteen hours shall be credited for each semester hour of college credit earned.

B) One hour shall be credited for each hour of the administrator’s direct participation in a relevant activity other than college coursework, as verified by a log the administrator shall maintain and present upon request by the regional superintendent or a representative of the State Board of Education, or if required as part of an appeal under this Section to the responsible reviewer, describing what was done with respect to each activity, with dates and amounts of time spent in each case.

d) Required Administrators’ Academy Courses courses may be used to fulfill the requirements of subsection (b)(2) as well as subsection (b)(3) of this Section.

1) An individual who fails to complete an Administrators’ Academy course in a given year as required by Section 21-7.1(c-10)(B) of the School Code shall be required to complete two courses for each one missed. He or she may make these up at any time during the remainder of the certificate’s validity or while holding a reinstated certificate pursuant to subsection (e)(5) of this Section.

2) Each administrator who completes an Administrators’ Academy course shall receive written, dated verification that indicates the title of the course and the number of hours to be credited toward the applicable requirement.

e) Reviewers, Designees, and Panels

Section 21-7.1(c-10)(3) of the School Code identifies the individual reviewers or review panels that will be responsible for considering the plans of administrators.
who are subject to the requirements of this Section except that, for assistant regional superintendents, the respective regional superintendents shall serve as the responsible reviewers. For purposes of this Section, the term “responsible reviewer” includes both individuals and review panels.

1) Each regional superintendent of schools shall establish one or more panels that will be responsible for reviewing the plans of the region’s district superintendents and directors of special education programs, cooperative programs, and State-operated schools:

A) Each panel shall consist of at least three members and an alternate. No individual shall serve on a panel that reviews his or her plan.

B) Each member of a panel shall be employed as a district superintendent or director of a special education program, cooperative program, or State-operated school in the region for which the regional superintendent is responsible.

C) Each panel shall choose one member to serve as facilitator. This individual shall be responsible for providing a signature on behalf of the panel when called for pursuant to this Section.

D) Panels may conduct their reviews of administrators’ plans electronically, provided that at least three members of a panel participate in the determination as to whether each individual’s plan conforms to the applicable requirements of this Section.

2) The State Superintendent of Education shall establish one or more panels to review the plans of regional superintendents. Each panel shall be made up of three members and an alternate, each of whom shall be a regional superintendent. No regional superintendent shall serve on a panel that reviews his or her plan. The provisions of subsections (e)(1)(C) and (D) of this Section shall apply to the operation of panels under this subsection (e)(2) as well.

3) A responsible reviewer, other than a review panel, may identify one or more designees to assist him or her with this function, provided that each designee shall be an individual who serves in a position requiring
f) Submission and Review of the Plan

Each certificate-holder shall submit his or her plan, in a format specified by the State Board of Education, to the responsible reviewer.

1) An administrator may submit his or her plan during the semester preceding the beginning of the certificate’s period of validity and shall submit the plan no later than 120 days after the beginning of the certificate’s period of validity or after the date on which the individual assumes employment requiring administrative certification, whichever occurs later. An administrator shall not accrue credit for activities that are completed outside the certificate’s period of validity or begin before submission of the plan to the responsible reviewer.

2) The responsible reviewer shall respond within 60 days after receiving an individual’s plan as to whether that plan conforms to the requirements of subsection (b) of this Section. Failure of the responsible reviewer to respond within the required time shall entitle the certificate-holder to request a determination from:

A) the regional superintendent, if the certificate-holder is other than a regional superintendent or assistant regional superintendent; or

B) the State Superintendent, if the certificate-holder is serving as a regional superintendent or assistant regional superintendent.

3) Within 30 days after receiving a notice that his or her plan does not conform to the requirements of subsection (b) of this Section, the affected administrator shall either:

A) revise the plan to provide for compliance with subsection (b) of this Section and resubmit it; or

B) submit an appeal to the regional superintendent of schools or the State Superintendent of Education, as applicable under subsection (e-10)(4) of Section 21-7.1 of the School Code.
4) The regional superintendent or State Superintendent shall respond to the certificate-holder within 30 days after receipt of an appeal.

   A) If the regional superintendent or State Superintendent disagrees with the original determination, the individual’s plan shall stand as originally submitted.

   B) If the regional superintendent or State Superintendent agrees with the original determination, the certificate-holder shall submit a revised plan to the original reviewer or review panel.

   C) The regional superintendent or State Superintendent shall notify both the certificate-holder and the original reviewer or review panel of his or her determination, using a format made available by the State Board of Education, and shall facilitate any necessary revisions to a plan so that it will be acceptable.

5) Administrators’ plans for continuing professional development and all other documents relating to them shall be considered part of those individuals’ certification files. Each certificate-holder’s file shall be maintained by the responsible reviewer separately from other employee and/or personnel files. Access to these documents shall be limited to the certificate-holder and to the individuals who are responsible for reviewing them pursuant to this Section. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

   g) Review or Revision of the Plan

   1) A certificate-holder may submit proposed revisions to a plan to the responsible reviewer at any time.

   2) A certificate-holder shall submit his or her plan to the new responsible reviewer if he or she accepts employment in a different district, special education or cooperative program, or State operated school, or when he or she assumes or resumes employment requiring the administrative certificate. All activities credited as of the date of submission to a new reviewer shall continue to be credited toward meeting the requirements of
this Section, and the new responsible reviewer may indicate that changes are needed to the plan only:

A) to ensure that the certificate-holder will meet the requirement of subsection (b)(4) of this Section, if that requirement has not already been met; or

B) to correct an area of noncompliance with the requirements of this Section or Section 21-7.1 of the School Code.

3) The provisions of subsection (c) of this Section shall apply when review of a plan is sought pursuant to subsection (g)(2) of this Section and when revisions to an existing plan are proposed.

h) Evidence of Completion

1) When a certificate-holder has completed any of the activities set forth in his or her plan, he or she may transmit to the appropriate reviewer a copy of the standard format supplied by the State Board of Education for this purpose.

A) The standard format shall require the certificate-holder to describe how he or she met the requirement of subsection (c-10)(2)(A)(v) of Section 21-7.1 of the School Code for communication, dissemination, or application of the knowledge or skills acquired.

B) For at least one activity completed under either subsection (b)(2) or subsection (b)(3) of this Section, each certificate-holder shall include in his or her evidence of completion an analysis of what was presented or learned in terms of its implications for serving students with disabilities in the least restrictive environment as required by the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the School Code [105 ILCS 5/Art. 14].

2) The responsible reviewer shall respond to each submission of evidence of completion within 30 days after receiving it.
A) If the reviewer determines that the activity meets an applicable requirement of this Section, the reviewer shall sign the evidence to confirm that the activity has been credited and return it to the certificate-holder. The reviewer shall also maintain a summary in a format provided by the State Board of Education that verifies the certificate-holder’s progress toward fulfillment of the requirements of this Section.

B) If the reviewer determines that the activity does not meet any applicable requirement of this Section, the reviewer shall notify the certificate-holder to this effect.

3) A certificate-holder shall have 30 days to appeal an unfavorable determination by the responsible reviewer with regard to evidence of completion.

A) A certificate-holder other than a regional superintendent of schools or assistant regional superintendent shall submit his or her appeal to the regional superintendent for the region in which he or she is employed. A regional superintendent or assistant regional superintendent shall submit his or her appeal to the State Superintendent of Education. The certificate-holder shall provide a written indication of how the activity in question or the evidence of completion corresponds to an applicable requirement of this Section.

B) The regional superintendent or State Superintendent, as applicable, shall respond to the certificate-holder and the original reviewer within 30 days after receipt of an appeal. If the reviewer at this level disagrees with the original determination, the activity shall be credited toward fulfillment of the requirements of this Section. If the reviewer at this level agrees with the original determination, the certificate-holder shall not receive credit for the activity.

4) Failure of the responsible reviewer to respond within the required time shall entitle the certificate-holder to request a determination from the regional superintendent or the State Superintendent, as applicable under subsection (h)(3)(A) of this Section.
Application for Renewal of Certificate

1) Each application for renewal of an administrative certificate, other than an application of a regional superintendent of schools, shall be submitted to the regional superintendent and shall be accompanied by the appropriate fee and a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators’ Academy courses have been completed. (Section 21-7.1(c-10) of the School Code) A certificate-holder who fails to submit this material so as to ensure its receipt by the regional superintendent no later than April 30 may not be able to preserve his or her right of appeal under subsection (f) of this Section. During the final year of his or her administrative certificate’s period of validity, each certificate-holder other than a regional superintendent of schools shall request from the responsible reviewer a signed copy of the summary format required pursuant to subsection (h)(2) of this Section, confirming that the certificate-holder has met the requirements of this Section. A certificate-holder who does not make this request by March 1 of the final year may not be able to preserve his or her right of appeal under subsection (j) of this Section.

2) Within 30 days after receipt of a request for verification, the reviewer shall either sign the summary format and provide it to the certificate-holder or provide it unsigned and notify the certificate-holder and the regional superintendent in writing of the basis for refusal to sign.

3) If the reviewer has signed the verification format, the certificate-holder shall enclose it with his or her application for certificate renewal and forward these materials along with the required fee to the regional superintendent of schools. Based on the available information regarding the individual’s compliance with the requirements for certificate renewal set forth in this Section, the regional superintendent shall, within 30 days after receipt of an individual’s application, forward a recommendation for renewal or non-renewal of the administrative certificate to the State Superintendent of Education and notify the certificate-holder in writing of that recommendation.

4) If the reviewer declines to sign the verification format but the certificate-holder believes that he or she is nevertheless eligible for renewal of the
certification, he or she may request the regional superintendent’s reconsideration of his or her eligibility for certificate renewal by submitting, along with the renewal application and the required fee, a letter outlining the basis for his or her assertion of eligibility and evidence supporting it. A certificate-holder who fails to submit this material so as to ensure its receipt by the regional superintendent no later than May 31 may not be able to preserve his or her right of appeal under subsection (j) of this Section.

3) A certificate-holder who is a regional superintendent of schools shall submit the verification format referred to in subsection (e)(1) (b)(2) of this Section to the State Superintendent of Education along with his or her application for certificate renewal and shall deposit the applicable fee in the region’s institute fund.

4) Within 30 days after receiving an application, the State Superintendent of Education shall notify any certificate-holder whose certificate will not be renewed, including the rationale for nonrenewal.

5) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Section may apply for a reinstated certificate valid for one year. With respect to the year of reinstatement, completion of one Administrators’ Academy course and one or more additional professional development activities meeting the requirements of subsections (b)(2) and (c) of this Section and totaling no fewer than 20 hours shall be required. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable administrative certificate only if he or she has also made up activities missed during the preceding renewal cycle by completing the requirements of subsection (e)(5)(A) (i)(7)(A) of this Section, subsection (e)(5)(B) (i)(7)(B) of this Section, or both, as applicable.

A) The certificate-holder shall complete two Administrators’ Academy courses for each year during which he or she failed to complete one, if not already made up as discussed in subsection (d)(1) of this Section.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

B) If the certificate-holder failed to complete the applicable number of professional development activities or hours pursuant to subsections (b)(2) and (k) of this Section, he or she shall complete the balance of that requirement and ten additional hours of professional development meeting the requirements of subsections (b) (b)(2) and (c) of this Section.

6) The period of validity of an administrative certificate issued after a year of reinstatement shall be adjusted to coincide with the validity of the holder’s teaching certificate.

Appeal to State Teacher Certification Board

Within 14 days after receipt of notice from the State Superintendent that his or her administrative certificate will not be renewed based upon failure to complete the requirements of this Section, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.

1) Each appeal shall state the reasons why the State Superintendent’s decision should be reversed and shall be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:

State Teacher Certification Board
Secretary
100 North First Street
Springfield, Illinois  62777

B) No electronic or facsimile transmissions will be accepted.

C) Appeals postmarked later than 14 calendar days after receipt of the non-renewal notice will not be processed.

2) In addition to the appeal letter, the certificate-holder shall may submit the following material when the appeal is filed:
A) evidence that he or she has satisfactorily completed the required types and quantity of activities set forth in his or her approved certificate renewal plan; and

B) any other relevant documents.

3) The State Teacher Certification Board shall review each appeal regarding renewal of an administrative certificate in order to determine whether the certificate-holder has met the requirements of this Section. The Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:

A) the regional superintendent’s original reviewer’s rationale for refusing to sign the verification form or otherwise recommending nonrenewal of the certificate, if applicable;

B) any evidence submitted to the State Superintendent along with the individual’s application for renewal; and

C) the State Superintendent’s rationale for non-renewal of the certificate.

4) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days’ notice of the date, time, and place of the hearing shall be given to the affected individual.

5) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.

6) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal by certified mail, return receipt requested, no later than 30 days after reaching a decision.

7) The decision of the State Teacher Certification Board is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].
g) Proportionate Reduction; Part-Time Service

The requirements of this Section regarding continuing professional development are subject to reduction in accordance with subsection (c-15) of Section 21-7.1(c-15) of the School Code.

1) The requirements of this Section shall be subject to reduction on the same annual basis as provided in subsection (c-15) of Section 21-7.1(c-15) of the School Code in relation to years when a certificate-holder is not employed in a position requiring administrative certification.

2) The number of hours required under subsection (c)(b)(2) of this Section shall also be reduced by 50 percent with respect to periods of time when a certificate-holder is serving on an administrative certificate only and performing services for less than 50 percent of the school day or school term, unless the individual is one whose continued retirement status is subject to the limitations of Section 16-118 of the Illinois Pension Code. Each such individual shall be subject only to the requirement for completion of one Administrators' Academy course for each year during which he or she is employed on the administrative certificate, provided that his or her employment does not exceed the limitations of Section 16-118.

3) Further, special provisions shall apply when an individual is performing services on more than one type of certificate. The certificate used by the individual for 50 percent or more of the school day or school term shall govern the continuing professional development required of the individual with respect to that period of time.

A) Example: An individual who performs duties on the administrative certificate for 60 percent of the time and teaches for 40 percent of the time shall be subject only to the requirements of this Section with regard to continuing professional development.

B) Example: An individual who teaches for 60 percent of the time and performs duties on the administrative certificate for 40 percent of the time shall be subject only to the requirements of Subpart J of this Part with regard to continuing professional development.
C) Example: An individual who performs services for 50 percent of the time on an administrative certificate and 50 percent of the time on a standard or master teaching certificate shall choose either the requirements of this Section or the requirements of Subpart J of this Part to fulfill. Completion of one set of requirements shall suffice for renewal of both types of certificates.

i) An individual who chooses to fulfill the requirements of this Section shall notify the local professional development committee that is responsible for his or her teaching certificate, if any, that he or she will be completing continuing professional development with respect to the administrative certificate.

ii) An individual who chooses to fulfill the requirements of Subpart J of this Part shall notify the reviewer responsible for the administrative certificate that he or she will be completing continuing professional development with respect to a teaching certificate.

h) Section 21-7.1(c-10) of the School Code provides that those persons holding administrative certificates on June 30, 2003 who are renewing those certificates on or after July 1, 2003 shall be issued new administrative certificates. The certificates that are subject to this provision include:

1) Limited Supervisory (Type 60);
2) All-Grade Supervisory (Type 61);
3) Limited Elementary Supervisory (Type 62);
4) Limited High School Supervisory (Type 63);
5) Life General Supervisory (Type 70); and
6) Life Supervisory (Type 71).

(Source: Amended at __ Ill. Reg. _____, effective ______________)
Section 25.335  General Administrative Endorsement (2004)

This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.Appendix B. (See also 23 Ill. Adm. Code 29.120.)

a) Each candidate for the general administrative endorsement shall hold a master’s degree awarded by a regionally accredited institution of higher education and shall have completed the coursework in educational administration and supervision required by Section 21-7.1(e)(2) of the School Code [105 ILCS 5/21-7.1(e)(2)].

b) Each candidate shall have completed an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).

c) Each candidate shall have two years’ full-time teaching or school service personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards (Section 21-7.1(e)(2) of the School Code).

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

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

SUBPART F: GENERAL PROVISIONS

Section 25.425  Individuals Prepared in Out-of-State Institutions
An applicant who holds or is eligible to hold another state's or another country’s teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate if he or she meets all the generally applicable requirements of Article 21 of the School Code (e.g., age; good character; or citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part.

a) The certificate sought must be comparable to the out-of-state certificate for which the applicant is eligible. A comparable Illinois certificate is that which is most nearly like that of the other state (e.g., a K-6 certificate from another state most nearly approximates the Illinois elementary (K-9) certificate). See Section 25.245 of this Part for requirements applicable to out-of-state applicants for certification in school nursing.

b) Each out-of-state applicant for an Illinois teaching certificate must have met certification requirements that are similar to Illinois requirements.

1) For those who have completed traditional preparation programs, these requirements include college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification.

2) For those who have completed alternative certification programs, these requirements include graduation from a regionally accredited institution with a bachelor’s degree, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program.

3) An applicant who holds a certificate from another state, territory, or possession of the U.S. but has not completed a preparation program approved by that state shall be required to present a written statement, signed by a representative of the agency issuing the certificate indicating that, at the time when the applicant was certified, the state of certification had certification requirements related to general education, professional education, and an area of specialization for the certificate issued and the applicant met the requirements in all three areas.

c) An individual may receive additional endorsements by meeting the applicable requirements of Section 25.100 of this Part.
d) Special provisions apply to applicants from states that do not require certification of school psychologists or school social workers or for administrative positions for which certification is required in Illinois. When an applicant presents evidence of having served in such a position in a state where certification for the position is not required, eligibility for the Illinois certificate sought shall be contingent upon evidence that the applicant:

1) has met all applicable requirements of Illinois law relative to the certificate and endorsement sought;

2) has passed the Illinois test of basic skills and the relevant Illinois content-area test; and

3) has met any three of the conditions described in subsections (d)(3)(A) through (E) of this Section.

A) The individual has completed a degree program that prepares candidates for service in the endorsement area sought in the public schools of the state where the program was completed or the state where the service was provided.

B) The individual has completed a program that was accredited by NCATE at the time of completion.

C) The individual has completed a program that formerly served as a basis for certification in the state where the program was completed.

D) The titles or content descriptions of courses listed on the individual’s official transcript indicate that the courses were designed to address standards substantially comparable to those that apply to the Illinois certificate or endorsement sought.

E) The individual presents evidence of work experience in the public schools in the position for which Illinois certification is sought.

e) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service
whose evaluations are accepted by the State Board pursuant to subsection (f) (e) of this Section.

1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.

2) The transcript provided by the service pursuant to subsection (e)(1) (d)(1) of this Section shall be reviewed to determine whether the individual qualifies for a certificate; if so, he or she shall receive such a certificate with all endorsements indicated by the coursework completed.

3) If the review of the individual’s transcript indicates that he or she does not qualify for a certificate, he or she shall receive a notification of the deficiencies for the certificate.

Evaluation services shall be approved to review foreign credentials for purposes of Illinois certification if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

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

Section 25.450 Lapsed Certificates

a) A lapsed certificate, one that has not been registered or renewed for a period of five or more years since expiration of its last registration, shall be reinstated for a one-year period upon payment of all accumulated registration fees.

b) The Regional Superintendent shall notify the holder of a reinstated certificate of:

1) The specific time of reinstatement, including beginning and ending dates.
2) The requirement that during the time of reinstatement, the certificate holder in order to renew the certificate at the end of reinstatement must:

A) Earn five semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties, or

B) Present evidence of holding a valid regular Illinois certificate of some other type, whether issued by Illinois or by another state, territory, or possession of the U.S.

c) As a reinstated certificate is a reissued certificate, the expiration of all reinstated certificates shall be on June 30 following the date of reinstatement in accordance with Section 21-22 of the School Code.

d) The Regional Superintendent shall stamp the back of a lapsed certificate with the date of reinstatement.

e) Standard Certificates issued between July 1, 1929, and July 1, 1951, do not lapse.

f) When a lapsed certificate that was issued prior to February 15, 2000, has been reinstated and then is to be renewed pursuant to this Section, it shall be exchanged for a comparable standard teaching certificate in accordance with Section 25.11 and Appendix C of this Part. The certificate-holder shall thereupon become subject to the requirements of Sections 21-2 and 21-14 of the School Code and Subpart J of this Part regarding continuing professional development.

1) Subsequent renewals of such an individual’s certificate(s) shall be contingent upon his or her completion of continuing professional development activities in accordance with the requirements of Subpart J of this Part preparation of a continuing professional development plan that meets the requirements of Section 25.805 of this Part, completion of the activities set forth in that plan during the certificate’s period of validity, and presentation of the required evidence of completion for each such activity.

2) College credit earned pursuant to subsection (b)(2)(A) of this Section shall not be used to satisfy any portion of the continuing professional development requirements of Section 21-14 of the School Code.
Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled

Subject to the provisions of this Section, a school district, cooperative, or joint agreement may receive short-term approval to employ an individual who does not hold the qualifications required for a vacant teaching position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position. Short-term authorization as described in this Section shall be available not only with respect to individuals who lack full qualifications in a subject area, but also with respect to individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)).

a) The employing entity shall file with the regional superintendent:

1) a description of the vacant position, including the subject area and the grade level;

2) evidence of inability to fill the position with a fully qualified individual, including a list of the candidates who applied, a list of those who were interviewed, and the reason each was not interviewed or was not selected, as applicable;

3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;

4) the name and Social Security number of the individual the entity wishes to employ for the position, as well as a list of the certificate number(s) and type(s) held by that individual;

5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;

6) one of the following:

A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C of this Part
that leads to certification in the subject area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or

B) a written assurance from the certification officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or

C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed; or

D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and

7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100 of this Part or 23 Ill. Adm. Code 1.720, as applicable) within three school years after the issuance of authorization under this Section.

b) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:

1) holds an initial, standard, or master certificate that is valid for the grade level of the proposed assignment;

2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and

3) has filed the statement of intent called for in subsection (a)(7) of this Section.

c) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term
authorization for the named individual to teach in the specific position for which the application was made.

1) Such a letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such it shall not be transferable to any other individual, employing entity, or teaching assignment.

2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent’s letter on file and make it available for inspection by representatives of the State Board of Education upon request.

d) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 of the third school year following the date of issuance.

e) After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the subject area for which approval was granted unless he or she has received an endorsement for that subject.

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

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.720 Applicability of Testing Requirement and Scores

The provisions of subsections (d) through (i) of this Section shall apply with respect to applications for certification that are received or processed on or after July 1, 2004.

a) Beginning July 1, 1999, each person seeking a school service personnel or administrative certificate or an initial early childhood, elementary, secondary, or special certificate must pass the Illinois Certification Testing System's test of basic skills and a test of subject matter knowledge. Beginning with the 2002-2003 academic year, however, passage of those tests shall be required as specified in Section 21-1a(d) of the School Code. Beginning October 1, 2003, each person seeking an initial early childhood, elementary, secondary, or special certificate shall also be required to pass the applicable assessment of professional teaching, which shall be based upon the standards set forth in “Standards for All Illinois
Teachers” (23 Ill. Adm. Code 24). An individual seeking a standard certificate shall be required to pass the test of basic skills, the test of subject matter knowledge, or (beginning October 1, 2003) the applicable assessment of professional teaching only if:

1) he or she has not already passed that examination (except that an individual who met all applicable requirements for certification and applied for an initial certificate before October 1, 2003, shall not subsequently be required to take the assessment of professional teaching for that certificate); or

2) he or she has passed that examination but the score is more than five years old and no certificate has been issued on the basis of that score; or

3) in the case of the basic skills test, the score is more than five years old and the individual was not admitted to an Illinois teacher preparation program on the basis of that score.

b) The required test of subject matter knowledge is the test that corresponds to the individual's major field of study in a teacher education program in the State of Illinois approved pursuant to Subpart C of this Part.

c) Persons who are graduates of colleges or universities outside the State of Illinois and who are seeking an Illinois certificate must take the test of basic skills, the subject matter knowledge test that corresponds to the Illinois certificate or endorsement sought, and, beginning October 1, 2003, the assessment of professional teaching relevant to the certificate sought. For example, someone seeking to teach whose major field of study is urban studies would, in addition to the basic skills test, also take the subject matter knowledge test in the social sciences and the assessment of professional teaching for the secondary certificate.

d) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.

e) Basic Skills Test

Except as provided in subsections (e)(1) and (3) of this Section, each candidate seeking his or her first Illinois certificate (teaching, administrative, or school service personnel) shall be required to pass the test of basic skills. Further,
Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to enrollment in an Illinois teacher preparation program beginning with the 2002-2003 academic year.

1) A person who has passed the test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C of this Part shall not be required to retake that test.

2) A person who has passed the basic skills test and has been issued an Illinois certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.

3) A person who holds a valid and comparable out-of-state certificate is not required to take a test of basic skills. (Section 21-1a of the School Code [105 ILCS 5/21-1a]) For purposes of this subsection (e)(3), a “comparable certificate” is one that either:
   
   A) was issued on or before June 30, 2004; or
   
   B) was issued on or after July 1, 2004, based on the individual’s passage of a test of basic skills.

4) The provisions of subsection (e)(3) of this Section notwithstanding, any individual who has attempted the Illinois basic skills test without passing it shall be required to pass it in order to qualify for an Illinois certificate.

5) When a person who was not required to take the basic skills test pursuant to subsection (e)(3)(A) of this Section seeks a subsequent Illinois certificate, he or she shall be required to pass the Illinois test of basic skills. However, a person applying for another Illinois certificate based on an additional out-of-state certificate or qualifications shall be treated as an out-of-state applicant and shall be subject to subsection (e)(3) of this Section.

f) Content-Area Tests

1) Except as provided in subsection (f)(2) of this Section, each candidate seeking an Illinois certificate, whether his or her first certificate or a subsequent certificate, shall be required to pass a content-area test. The
required content-area test is that which corresponds to the approved program completed or the endorsement for which the applicant otherwise qualifies. Further, Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to student teaching in Illinois beginning with the 2004-2005 academic year.

2) A person who holds a valid and comparable out-of-state certificate is not required to take the applicable content-area test if he or she has passed a certification test in another state or territory that is directly related in content to the specific area of certification. (Section 21-1a of the School Code) For purposes of this Section, a test is “directly related in content” if it covered material encompassed by any of the subject areas in which the individual otherwise qualifies for an Illinois endorsement.

g) Assessment of Professional Teaching (APT)

Each candidate seeking his or her first Illinois early childhood, elementary, secondary, or special certificate shall be required to pass the APT relevant to the certificate sought (see Section 25.710 of this Part). A candidate seeking a subsequent teaching certificate of one of these types must also pass the APT relevant to the certificate sought, unless he or she either:

1) has already passed an APT that encompasses the grade levels of the subsequent certificate sought; or

2) already holds another Illinois teaching certificate that encompasses the grade levels of the certificate sought.

h) Except as provided in subsections (e)(1) and (g)(1) of this Section, for each person seeking an Illinois certificate, no score on a required test may be more than five years old at the time application is made. The five-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than five years old will not be accepted as part of an application.

i) Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart I.
Section 25.725  Applicability of Scores (Repealed)

a) Each person seeking certification in Illinois must pass the test of basic skills.

b) Each person seeking certification must pass the appropriate test of subject matter knowledge, as set forth in Section 25.720(b) and (c) of this Part, for each certificate sought.

c) Beginning October 1, 2003, each person seeking an early childhood, elementary, secondary, or special certificate must also pass the assessment of professional teaching relevant to the certificate sought, unless he or she has already passed an assessment of professional teaching that encompasses the grade levels of the certificate sought or is subject to the exception stated in Section 25.720(a)(1) of this Part.

d) Except as provided in subsections (c), (e) and (f) of this Section, for each person seeking an Illinois certificate, neither the score on the basic skills test, nor the score on the assessment of professional teaching, nor the score on the subject matter test may be more than five years old at the time application is made. The five-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than five years old will not be accepted as part of an application.

e) A person who has passed the test of basic skills as a condition of admittance to an Illinois teacher education program approved pursuant to Subpart C of this Part shall not be required to retake that test.

f) A person who has passed the basic skills test and has been issued a certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.

g) Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart.

(Source:  Repealed at __ Ill. Reg. _____, effective _____________)
SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.800 Professional Development Required

a) Pursuant to Section 21-2 of the School Code [105 ILCS 5/21-2], renewal of standard and master teaching certificates is contingent upon certificate-holders’ presentation of proof of continuing education or professional development. For the purposes of this Subpart J, the terms “continuing education” and “professional development” shall be considered synonymous. The terms “certificate renewal plan”, “plan for continuing professional development”, “continuing professional development plan”, and “plan” shall also be considered synonymous.

b) Except as provided in Section 25.880 of this Part and in subsection (d) of this Section, renewal of an individual’s standard or master certificate(s) shall require the certificate-holder’s:

1) preparation of an individual plan for continuing professional development that conforms to the requirements of Section 25.805 of this Part and submission of the plan for approval to the local professional development committee (LPDC) in accordance with Section 25.815 of this Part;

2) completion of the professional development activities enumerated in the plan, and sufficient to satisfy the requirements of Section 21-14 of the School Code [105 ILCS 5/21-14], as modified by Section 21-2(c)(8) of the School Code [105 ILCS 5/21-2(c)(8)] if applicable. Each certificate-holder shall:

1) maintain the required form of evidence of completion for each activity, as specified in Sections 25.805, 25.865, and 25.875 of this Part, throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and

2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.

3) presentation of the required form of evidence of completion for each such activity, as specified in Sections 25.865 and 25.875 of this Part.
c) A certificate-holder with multiple certificates shall complete professional development activities that address develop a certificate renewal plan that addresses only that certificate or certificates that are required for his or her certificated teaching position, if the certificate-holder is employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, or that certificate or those certificates most closely related to his or her teaching position, if the certificate-holder is employed in a charter school [105 ILCS 5/21-14(e)(2)].

d) A speech-language pathologist or audiologist who is licensed under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110] and has met the continuing professional development requirements of that Act and the rules of the Illinois Department of Professional Regulation at 68 Ill. Adm. Code 1465 shall be deemed to have satisfied the requirements of this Subpart J. (Section 21-14(e)(2) of the School Code)

1) Upon application for certificate renewal, a speech-language pathologist licensed as provided in this subsection (d) shall provide to the regional superintendent of schools a copy of his or her currently valid license and a written assurance that the professional development requirements for that license were met.

2) Upon application for certificate renewal, a speech-language pathologist licensed as provided in this subsection (d) who held a valid and active standard certificate issued before July 1, 2002, shall also be required to demonstrate to the regional superintendent that he or she has completed the prorated portion of continuing professional development that was required for the period of the certificate’s validity prior to that date.

3) Speech-language pathologists licensed as provided in this subsection (d) whose standard certificates are issued or renewed on or after July 1, 2002, shall not be required to submit plans for continuing professional development.

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

Section 25.805 Continuing Professional Development Options Requirements of the Plan
Except as provided in subsections (a) through (g) of this Section, professional development activities shall generate credit for purposes of certificate renewal only if they address one or more of the purposes identified in Section 21-14(e)(2) of the School Code.

a) Completion of an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)])

b) Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to address the purpose described in Section 21-14(e)(2)(A) of the School Code. (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)])

c) Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The presence of an individual’s name on NBPTS’ composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.

d) Receipt of a subsequent Illinois certificate or endorsement may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(K) of the School Code [105 ILCS 5/21-14(e)(3)(K)])

e) Becoming “highly qualified” in an additional teaching area may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(L) of the School Code [105 ILCS 5/21-14(e)(3)(L)]) The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D to this Part. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the period of validity to which the professional development credit is attributed.

f) Successful completion of four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(J) of the School Code [105 ILCS 5/21-14(e)(3)(J)])
professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(B) of the School Code [105 ILCS 5/21-2(c)(2)(B)] and Section 25.915 of this Part. (Section 21-14(e)(3)(M) of the School Code [105 ILCS 5/21-14(e)(3)(M)]

g) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)] and Section 25.920 of this Part. (Section 21-14(e)(3)(N) of the School Code [105 ILCS 5/21-14(e)(3)(N)]

a) The continuing professional development plan of each affected certificate-holder shall include at least three individual improvement goals reflecting the purposes enumerated in subsection (b) of this Section (Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]). Each goal shall include a brief statement of the knowledge and skill(s) to be enhanced, which shall reflect relevant professional teaching or content area standards set forth in the applicable rules of the State Board of Education (see 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers); 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education); 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields)) or the policies of the State Board of Education related to certification in special education under the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

b) Each continuing professional development plan shall include activities that:

1) advance the certificate-holder’s knowledge and skills in his or her area(s) of certification, endorsement, or teaching assignment in relationship to the relevant standards set forth in this Part;

2) develop the certificate-holder’s knowledge and skills in one or more areas identified by the State Board of Education as “State priorities” (see Section 25.810 of this Part); and
3) address the knowledge, skills, and goals that are relevant to the certificate-holder’s local school improvement plan, if the individual is employed in a school that is required to have such a plan.

c) A continuing professional development plan may also include activities that expand the certificate-holder’s knowledge and skills in an additional teaching field or advance the individual toward acquisition of an additional teaching certificate, endorsement, or degree in the field of education.

d) Completion of all required activities in pursuit of certification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The presence of an individual’s name on the National Board’s composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.

e) Completion of an advanced degree from an approved institution in an education-related field may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)]). Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to address the purpose described in subsection (b)(1) of this Section (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)]).

f) Twenty-four continuing education units (“CEUs”; see Sections 25.865 and 25.870 of this Part) may be used to fulfill 100% of the requirement for continuing professional development, provided that:

1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section;

2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate-holder is not employed in or assigned to a school that is required to have a school improvement plan; and
3) any remaining units address the purpose specified in subsection (c) of this Section.

i) Completion of 120 continuing professional development units (“CPDUs”; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement provided that:

1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section;

2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate holder is not employed in or assigned to a school that is required to have a school improvement plan; and

3) any remaining units address the purpose specified in subsection (c) of this Section.

j) A certificate-holder may choose any combination of the types of activities described in subsections (b), (h), and (i) (e), (f), and (g) of this Section, provided that the total effort represents the equivalent of 120 CPDUs or 24 CEUs and the distribution of such units conforms to the requirements of subsection (g) of this Section. For purposes of calculating approvable combinations from different categories:

1) one semester hour of college credit shall be considered the equivalent of 15 CPDUs or three CEUs; and

2) one CEU shall be considered the equivalent of 5 CPDUs.

k) The provisions of subsections (b), (h), (i), and (j) (e) through (h) of this Section, other than the option for completion of an advanced degree, shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when certificates have been maintained valid and exempt and shall also be subject to any applicable reductions provided in Section 21-2(c)(8) of the School Code for any individual whose application for certificate renewal is received or processed on or after July 1, 2004. (See Section 25.880 of this Part.)
j) Each plan shall be submitted on a form supplied by the State Board of Education and shall:
   1) identify the certificate-holder;
   2) list all certificates and endorsements held;
   3) indicate the period of validity;
   4) identify the certificate-holder’s current position or assignment;
   5) identify the certificate-holder’s improvement goals;
   6) list and briefly describe the certificate-holder’s planned or potential activities or types of activities, relating each to the improvement goal(s) and purpose(s) it will fulfill; and
   7) provide a timeline that will ensure the completion of the plan during the certificate’s period of validity.

l) A given professional development activity may be attributed to all of the purposes enumerated in subsections (b) and (c) of this Section to which it relates. However, the units of credit awarded for a particular activity may be counted only once in calculating the total earned.

m) Credit earned for any activity that is completed (or for which the certificate-holder receives evidence of completion) on or after April 1 of the final year of a certificate’s validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

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

Section 25.810 State Priorities

The “State priorities” referred to in Section 21-14(e)(2)(B) of the School Code 25.805(b)(2) of this Part shall periodically be identified by the State Board of Education.
a) No later than 60 days after the State Board votes to establish or change the list of such priorities, the agency shall so notify each school district superintendent, each regional superintendent of schools, and any organization that requests such notification. This notice shall include a list of the priorities and state the date upon which the list takes effect.

b) A certificate-holder who has completed whose approved plan for professional development contains activities that address one or more of the State priorities may complete those activities and shall be allowed to count their completion toward fulfilling the requirements of this Subpart J, even if changes are made to the list of priorities during his or her certificate’s period of validity.

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

Section 25.815 Submission and Review of the Plan (Repealed)

a) Each certificate-holder who is or chooses to be subject to the requirements of this Subpart J shall prepare a plan for continuing professional development that conforms to the requirements of Section 25.805(j) of this Part. Except as provided in subsection (d)(3) of this Section, each such certificate-holder shall submit his or her plan to the responsible local professional development committee no earlier than one semester before and no later than 120 days after the beginning of the period of validity of the certificate(s) held. Submission and approval of this plan shall not entitle the certificate-holder to earn credit for any coursework or activity described in the plan. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder’s certificate shall be determined by the State Teacher Certification Board.

1) Each certificate-holder employed in a charter school established pursuant to Article 27A of the School Code [105 ILCS 5/Art. 27A] or in a position that legally requires a teaching certificate in any of the other types of public schools enumerated in Section 21-14(d) of the School Code [105 ILCS 5/21-14(d)], other than a State-operated school, shall submit his or her plan to the chair or designee of the local professional development committee (“LPDC”) that is responsible for certificates of the relevant type. (See Section 25.845 of this Part.)

2) Each certificate-holder employed in a State-operated school shall submit his or her plan to the regional superintendent of the educational service
region in which the teaching (as defined in Section 21-14 of the School Code) is done. Certificate holders employed by regional offices of education to teach in regional safe schools operated pursuant to Article 13A of the School Code [105 ILCS 5/Art. 13A] shall be subject to this subsection (a)(2).

3) Each certificate holder employed in a nonpublic school who wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent of the educational service region in which the teaching is done.

4) Each certificate holder not employed as a teacher who nevertheless wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent responsible for the area in which he or she resides.

5) For the purposes of this Subpart J, the responsible regional superintendent shall be considered the LPDC of any individual referred to in subsections (a)(2) through (4) of this Section.

b) An LPDC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an individual’s plan as to whether that plan is approved or disapproved. In the case of disapproval, the LPDC’s response shall include the specific reasons for its refusal to approve the plan. Failure of an LPDC to respond within the required time shall entitle the certificate holder to appeal for approval to the regional professional development review committee as provided in subsection (e)(2) of this Section.

c) Grounds for an LPDC’s refusal to approve a plan shall be limited to those enumerated in this subsection (c).

1) Fewer than three personal goals for improvement are set forth in the plan.

2) A proposed activity does not relate to any of the certificate holder’s goals for improvement.

3) A proposed activity does not relate to one or more of the purposes identified for it by the certificate holder.
4) The proposed distribution of activities among the various purposes does not comply with the requirements of Section 21-14 of the School Code, or the proposed quantity of activities will not generate sufficient units of credit.

5) The projected timeline for completion of the proposed activities will not permit their completion within the period of validity of the individual’s certificate(s).

d) A certificate holder may either await approval of his or her plan before engaging in the activities it contains or engage in activities while the plan is pending.

1) If a certificate holder engages in a professional development activity while approval of his or her proposed plan is pending, that activity shall be credited toward fulfillment of the requirements of this Subpart J if it is covered in the plan that is eventually approved for that individual.

2) Except as provided in subsection (d)(3) of this Section, if an individual begins an activity without having either an approved plan in place or a proposed plan pending that covers that activity, or if the activity is not covered in the plan that is eventually approved for that individual, the activity shall not be credited toward fulfillment of the requirements of this Subpart J.

3) An individual who receives a standard or master teaching certificate that is valid beginning July 1, 2000, may receive credit for activities that occur before January 1, 2001, without having either an approved plan in place or a proposed plan pending, provided that any such activity is covered in the plan that is eventually approved for that individual.

4) In the semester before he or she will first receive a certificate whose renewal is subject to the requirements of this Subpart J, a certificate holder shall be entitled to file a plan for continuing professional development with the LPDC that is responsible for certificates of the relevant type, so that the certificate holder will be able to accrue credit for activities completed between the effective date of the standard certificate and the deadline for plan submission specified in subsection (a) of this Section.
Upon notification that his or her proposed plan has been disapproved, a certificate holder may either:

1) modify the plan to remedy the deficiencies identified by the LPDC and resubmit it, or

2) appeal the plan’s disapproval to the responsible regional professional development review committee (“RPDRC”) established pursuant to Section 25.850 of this Part.

An RPDRC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an appeal as to whether a proposed plan is approved or disapproved.

1) If the RPDRC disagrees with the LPDC, the plan shall be approved.

2) If the RPDRC agrees with the LPDC, the plan shall be disapproved and the certificate holder shall submit a revised plan to the responsible LPDC.

3) The RPDRC shall notify both the certificate holder and the LPDC of its decision and the basis for it, using a form supplied by the State Board of Education.

Each certificate holder’s plan for continuing professional development and all other documents relating to it shall be considered part of the individual’s certification file and shall not be used in the employer’s evaluation of the certificate holder. Each certificate holder’s file shall be stored separately from other employee and/or personnel files and shall be maintained by the LPDC. Access to these documents shall be limited to the certificate holder and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

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

Section 25.820 Review of Approved Plan (Repealed)
a) A certificate holder may submit proposed revisions to an approved plan to the responsible LPDC at any time.

b) A certificate holder shall submit his or her approved plan to the responsible LPDC for review if he or she changes teaching assignments or districts. The LPDC shall review the plan and may indicate any changes that are needed for continued approval. A change in assignment occurs whenever:

1) a certificate holder accepts employment in a different district;

2) a certificate holder is assigned to teach at a different attendance center;

3) a certificate holder is assigned to teach in a different subject area or in a grade that is more than three grade levels removed from his or her previous position or for which a different certificate is required; or

4) a certificate holder resumes teaching or otherwise elects to activate his or her certificate after a period during which the certificate has been maintained valid and exempt.

c) The provisions of Section 25.815 of this Part shall apply when continuing approval of a plan is sought after a change in assignment and when revisions to an approved plan are proposed.

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

Section 25.825 Progress Toward Completion (Repealed)

When a certificate holder has completed any of the activities set forth in his or her approved plan, he or she may transmit a copy of the required evidence of completion to the responsible LPDC under cover of a form supplied by the State Board of Education. This form shall enable the certificate holder to identify all the purposes among those enumerated in Section 25.805(b) and (c) of this Part to which each completed activity applies and the number of semester hours, CEUs, or CPDUs claimed.

a) The LPDC shall review the evidence of completion in the context of the certificate holder’s approved plan and shall notify the certificate holder within 45 days whether the credits claimed have been awarded.
b) Grounds for an LPDC’s refusal to award credits as claimed shall be limited to the LPDC’s determination that:

1) the activity in question does not relate to any of the individual’s goals for improvement;

2) the activity does not relate to one or more of the purposes identified by the certificate-holder;

3) the number of credits claimed by the certificate-holder does not conform to the applicable provisions of Section 25.875 of this Part;

4) the activity was not conducted by an approved provider, if approval of the provider is required;

5) the activity claimed does not conform to the applicable definition set forth in Section 25.875 of this Part; or

6) the certificate-holder has not presented the evidence of completion required pursuant to Section 25.875 of this Part.

e) If the LPDC determines that an activity qualifies for credit pursuant to this Subpart but does not relate to one or more purposes identified by the certificate-holder, the LPDC shall use a form supplied by the State Board of Education to inform the holder of the purpose(s) to which the credit claimed has been attributed and the rationale for its determination.

d) The LPDC shall note its determination in the record maintained by the committee pursuant to Section 21-14(f) of the School Code [105 ILCS 5/21-14(f)].

e) A disagreement between a certificate-holder and the responsible LPDC regarding the awarding of credit for completed activities may be appealed to the responsible RPDRC.

1) If the RPDRC disagrees with the LPDC’s assignment of credit, the activity shall be credited as claimed by the certificate-holder.
2) If the RPDRC agrees with the LPDC, the LPDC’s decision regarding the awarding of credit shall stand (subject to the certificate holder’s right of appeal as delineated in Sections 25.835 and 25.840 of this Part).

3) The RPDRC shall notify both the certificate holder and the LPDC of its decision within 45 days after receipt of an appeal, using a form supplied by the State Board of Education.

f) Awarding of credit shall not entitle the certificate holder to renewal of the certificate. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder’s certificate shall be determined by the State Teacher Certification Board.

g) Credit earned for any activity that is completed (or for which the certificate holder receives evidence of completion) on or after March 1 of the final year of a certificate’s validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question satisfies the requirements of the plan applicable to that period.

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

Section 25.830 Application for Renewal of Certificate(s)

No sooner than September 1 and no later than April 1 March 1 of the final year of his or her certificate’s period of validity and using a form or format supplied by the State Board of Education, each certificate holder shall submit to the responsible LPDC, if any, on a form provided by the State Board of Education, a unified application for the renewal of his or her standard teaching certificate(s). (See Section 25.832 of this Part for additional provisions relating to master certificates.) Any individual for whom no responsible LPDC is in operation, including any individual who is not employed in the public schools at the time of application, shall submit the required materials to the regional superintendent of schools, accompanied by the fee required under Section 21-16(b) of the School Code. Access to these documents shall be limited to the certificate-holder and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.
a) The application shall identify by certificate number all the certificates the person holds, including any certificate that was issued after the beginning of the period covered by the plan and is therefore not yet due to expire.

1) If the standard certificates that are due to expire are renewed, any more recently issued standard certificate shall be renewed at the same time, thereby establishing the same five-year period of validity for all the certificates held.

2) When a master certificate is renewed, any standard certificate(s) held by the same individual shall be renewed at the same time.

3) If the certificates that are due to expire are not renewed, the original period of validity of any more recently issued standard certificate shall continue to apply to that certificate only.

b) The application shall provide a statement of assurance regarding summary of the professional development activities completed, including a list of the activities, the provider offering each, the number of credits earned for each, and the purpose or purposes to which each activity is attributed and the credit awarded or claimed for them. (Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)])

c) The application may transmit the required evidence of completion for any activities not yet reviewed and acknowledged by the LPDC that are needed for the certificate holder’s satisfaction of the requirements of Sections 21-2 and 21-14 of the School Code.

d) A certificate-holder who wishes to receive evidence of the LPDC’s receipt of his or her application shall include a receipt for the LPDC’s use.

d) Submission of this application form shall not entitle the certificate-holder to renewal of the certificate. Renewal of the holder's certificate shall be determined by the State Teacher Certification Board.

e) A certificate-holder who does not apply by April 1 March 1 may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her standard teaching certificate(s).
Section 25.832  Validity and Renewal of Master Certificates

a) Each application for renewal of a master teaching certificate shall be subject to the provisions of Section 25.830 of this Part.

b) An Illinois master certificate shall have a ten-year period of validity. When an individual receives an Illinois master certificate, any standard certificate(s) held by the same individual shall be renewed as of the date of issuance of the master certificate. Any such standard certificate shall automatically qualify for renewal at the end of its five-year period of validity, as long as the individual continues to hold the master certificate.

c) When an Illinois certificate-holder successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master certificate and any other certificate(s) held if the applicable requirements of this Subpart J have also been met. However, a holder of a master certificate may also use completion of the NBPTS’ process for renewal of certification (as distinct from renewal of NBPTS certification) to fulfill 100% of the requirement for continuing professional development.

d) The holder of an Illinois master certificate whose certification through the NBPTS is not renewed shall nevertheless be entitled to renew the master certificate when it expires, provided that the applicable requirements of this Subpart J have been met during the master certificate’s period of validity.

e) A holder of a standard teaching certificate endorsed for speech-language pathology who has also received a Certificate of Clinical Competence from the American Speech-Language Hearing Association shall be subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code [105 ILCS 5/21-2(d)], provided that his or her certificate renewal plan is based upon an assignment that requires the speech-language pathology endorsement. Each such individual shall be required to renew his or her standard teaching certificate at the end of its original five-year period of validity and to pay the applicable registration fee but shall not be required to submit evidence of continuing professional development in order to qualify for renewal of the certificate at that time.
1) An individual who held both a standard teaching certificate endorsed for speech-language pathology and a Certificate of Clinical Competence on June 1, 2002, shall become subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code, beginning with the first year of the teaching certificate’s validity. No revision to the individual’s approved certificate renewal plan shall be required to reflect the ten-year cycle. However, the individual shall supply a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, under cover of a letter calling the LPDC’s or regional superintendent’s attention to the applicability of the ten-year cycle.

2) An individual who holds a standard certificate and later receives a Certificate of Clinical Competence shall be subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code, beginning with the first year of the certificate’s then-current period of validity. No revision to an individual’s approved certificate renewal plan shall be required to reflect the ten-year cycle. However, the individual shall supply a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, under cover of a letter calling the LPDC’s or regional superintendent’s attention to the applicability of the ten-year cycle.

3) An individual who holds a Certificate of Clinical Competence and later receives a standard teaching certificate shall prepare a plan for certificate renewal that reflects the ten-year cycle set forth in Section 21-2(d) of the School Code and shall submit a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, to support the applicability of the ten-year cycle.

4) All standard certificates held by an individual to whom this subsection (e) applies shall qualify for renewal along with the standard teaching certificate endorsed for speech-language pathology.

5) At the conclusion of a ten-year renewal cycle, an individual who renews his or her standard teaching certificate shall be subject to another submit a new certificate renewal plan, which shall be based upon a ten-year cycle only if the individual submits to the responsible LPDC or regional superintendent, as applicable, a copy of a then-current Certificate of Clinical Competency.
Section 25.835 Review of and Recommendation Regarding Application for Renewal

a) The LPDC shall review each application it receives that conforms with the requirements of Section 25.830 of this Part and, within 30 days after receiving it, use a form supplied by the State Board of Education to provide 30 days’ written notification to the certificate holder of the recommendation it will forward the application to the regional superintendent of schools accompanied by the LPDC’s recommendation regarding certificate renewal, provided on a form supplied by the State Board of Education. Such notification shall include a copy of the summary form referred to in Section 25.830(b) of this Part, signed by the chair of the LPDC and indicating whether the quantity and distribution of credit displayed thereon demonstrate that the certificate holder has met the requirements of his or her approved plan.

b) If the recommendation is for nonrenewal of the affected certificate(s), such notification to this effect shall be provided concurrently to the certificate holder, including a return receipt and an explanation of the LPDC’s rationale for recommending nonrenewal.

c) At any time before the recommendation is to be forwarded to the regional superintendent, the certificate holder may submit a written request to appear before the committee or a written request that the LPDC reconsider its intention to forward an unfavorable recommendation.

d) If requested to do so, the LPDC shall:

1) permit the certificate holder to appear before it to justify his or her contention that the certificate(s) held should be renewed; or

2) reconsider its recommendation.

The committee shall forward a recommendation to the regional superintendent, on a form provided by the State Board of Education, no later than 30 days after receipt of the certificate holder’s request pursuant to subsection (b) of this Section. The committee shall provide concurrent notification to the certificate holder that:
1) states the recommendation and the rationale for it;

2) indicates the date on which the recommendation was forwarded to the regional superintendent; and

3) includes a return receipt if the recommendation is for nonrenewal.

c) Upon receipt of notification by the LPDC that a recommendation has been forwarded to the regional superintendent, the certificate-holder shall pay to the regional superintendent the fee required pursuant to Section 21-16(b) of the School Code [105 ILCS 5/21-16(b)].

d) The certificate-holder may appeal to the responsible RPDRC for consideration of his or her application for renewal if the LPDC does not respond within the time allowed under subsection (a) any of the timelines set forth in subsections (a) and (d) of this Section.

e) Within 14 days after receiving notice that a recommendation for nonrenewal has been forwarded by an LPDC, the certificate-holder may appeal the recommendation to the RPDRC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and shall include: may include any supporting documentation the certificate-holder deems relevant.

1) the required evidence of completion for the activities upon which the appeal is based; and

2) any other relevant documents.

h) Within seven business days after receipt of such an appeal, the RPDRC shall request the LPDC’s record of review. The LPDC’s record shall be forwarded to the RPDRC within seven business days and shall include:

1) the individual’s approved plan for continuing professional development and any amendments that have been made thereto;
2) any evidence of completion for activities submitted by the certificate-holder that has been maintained by the LPDC, and the summary form that shows how credits were awarded; and

3) copies of any determinations made by the LPDC not to award credit as claimed by the certificate-holder and any evidence that supports such determinations.

Within 45 days after receiving such an appeal, the RPDRC shall make a recommendation to the regional superintendent in keeping with the requirements of Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)]. The RPDRC shall use a form provided by the State Board of Education for this purpose and shall include the rationale for its recommendation. To assist it in arriving at its recommendation, the RPDRC may require the submission of additional information or may request that the certificate-holder appear before it. The RPDRC shall also forward to the regional superintendent the material received from the certificate-holder under subsection (e) of this Section LPDC's record of review, as well as any supporting documentation supplied by the certificate-holder.

Within 14 days after receiving the last recommendation required under subsections (a) through (f) of this Section, the regional superintendent shall forward his or her recommendation to the State Teacher Certification Board along with the information required pursuant to Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)]. Forms supplied by the State Board of Education shall be used for this purpose. A copy of any the recommendation for nonrenewal shall be sent to the certificate-holder concurrently. If the recommendation is not to renew the certificate(s) held, or if the application indicates the individual is or may be out of compliance with Section 10-65 of the Illinois Administrative Procedure Act [5 ILCS 100/10-65] with regard to child support payments, the certificate-holder’s copy shall be sent by certified mail, return receipt requested; and the regional superintendent shall return the registration fee therewith.

The regional superintendent shall forward to the Secretary of the State Teacher Certification Board a list that identifies each certificate-holder with respect to whom the regional superintendent is concurring with an LPDC’s recommendation for certificate renewal or is recommending renewal without the involvement of any LPDC. This list shall be prepared on a form supplied by the State Board of Education.
2) If the regional superintendent is recommending certificate renewal despite a local or regional committee’s recommendation for nonrenewal, the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:

A) the material received from the certificate-holder under subsection (e) of this Section LPDC’s record of review;

B) the RPDRC’s recommendation and any additional the material received by the RPDRC pursuant to called for in subsection (f) (i) of this Section, if any; and

C) the regional superintendent’s rationale for recommending renewal.

3) If the regional superintendent is recommending nonrenewal (regardless of local and/or regional recommendations) the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:

A) the LPDC’s recommendation, if any record of review;

B) the RPDRC’s recommendation, and the material called for in subsection (e) (i) of this Section, and the material received pursuant to subsection (f) of this Section, if any; and

C) the regional superintendent’s rationale for recommending nonrenewal.

h) k) Within 14 days after receipt of notice that the regional superintendent has recommended nonrenewal of his or her certificate(s), the certificate-holder may appeal that recommendation to the State Teacher Certification Board, using a form provided by the State Board of Education.

1) The appeal must state the reasons why the recommendation of the regional superintendent should be reversed and must be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:
State Teacher Certification Board  
Secretary  
100 North First Street  
Springfield, Illinois  62777

B) No electronic or facsimile transmissions will be accepted.

C) Appeals postmarked later than 14 calendar days following receipt of the nonrenewal notice will not be processed.

2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:

A) evidence that he or she has satisfactorily completed activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable, set forth in his or her approved certificate renewal plan;

B) any other relevant documents.

i) Grounds for a recommendation that a certificate not be renewed shall be limited to

the certificate-holder’s failure to satisfactorily complete the activities sufficient to meet the requirements of set forth in an approved certificate renewal plan, i.e., to accumulate sufficient units of credit for activities distributed as required among the purposes enumerated in Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable.

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

Section 25.840 Action by State Teacher Certification Board; Appeals

a) The State Teacher Certification Board shall review each recommendation regarding the renewal of a certificate within the time allotted by Section 21-14(h) of the School Code [105 ILCS 5/21-14(h)] and verify that the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)], subject to the certificate-holder’s right of appeal as specified in that Section.
b) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent’s recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.

1) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.

2) The State Teacher Certification Board may request that the certificate-holder appear before it. (Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]) The certificate-holder shall be given at least ten days’ notice of the date, time, and place of the hearing.

3) In verifying whether the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code, the State Teacher Certification Board shall review:

   A) the recommendation of the regional superintendent of schools;

   B) the Regional Professional Development Review Committee’s recommendation, if any;

   C) the Local Professional Development Committee’s recommendation, if any; and

   D) all relevant documentation.

 c) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal as set forth in Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]. If the decision is not to renew the individual’s certificate(s), the notification shall state the reason(s) for that decision.

1) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may apply for a reinstated certificate valid for one year.
2) After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable standard certificate only if he or she has:

A) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and

B) earned five additional semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties.

3) In order to comply with the requirement set forth in subsection (c)(2)(A) of this Section, an individual may either complete the plan that was previously in place or submit proposed revisions to the responsible LPDC in order to align the balance of the activities with his or her current teaching assignment.

d) The State Teacher Certification Board shall not renew any certificate if the holder has been found to be more than 30 days delinquent in payment of child support or has failed to comply with a subpoena or warrant relating to a paternity or child support proceeding. Any disciplinary action taken against a certificate-holder for failure to make the certification required by Section 10-65 of the Illinois Administrative Procedure Act [5 ILCS 100/10-65] shall be in accordance with that Section and the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

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

Section 25.845 Responsibilities of School Districts

As used in this Section, the term “school district” shall be understood to include charter schools, cooperatives, and joint agreements.

a) Each school district shall designate an employee who will have the responsibility for making all forms required pursuant to this Subpart J available to certificate-
holders, members of local professional development committees, and others who need to use them.

b) Each school district, in conjunction with its exclusive representative, if any, shall determine the number and type(s) of any LPDCs that will be established at the local level.

1) The number of committees that will operate in a district shall be sufficient to comply with the requirements of Section 21-14(f) of the School Code [105 ILCS 5/21-14(f)] regarding the maximum number of plans for which each committee is to be responsible and to permit the committees to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J. The maximum number of plans established in Section 21-14(f) of the School Code shall be observed inclusive of the number of initial certificate-holders who notify an LPDC that they have chosen accumulation of continuing professional development units as the requirement they will meet for standard certification under Section 21-2(c)(2) of the School Code [105 ILCS 5/21-2(c)(2)].

2) Distribution of responsibility among LPDCs may be according to building, grade level, type of certificate, subject matter area, or any other factor that seems appropriate.

c) Each school district shall name the administrator and at-large member who will serve on each LPDC. A district superintendent or other chief administrator may identify a designee to represent him or her on an LPDC.

d) Each school district shall publicize to certificate-holders:

1) the number and respective areas of responsibility of the district’s LPDCs, if any;

2) the name of each committee’s chairperson; and

3) the method by which individuals may contact the LPDCs and the address to which materials shall be submitted.

e) Each school district shall convene the first meeting of one LPDC.
Each school district shall file with the regional superintendent, on a form supplied by the State Board of Education, a list of its LPDCs, indicating for each LPDC the area(s) of responsibility, the chairperson’s name, and the other members’ names. Revisions to these lists shall be submitted as changes occur. Each district shall notify the regional superintendent whenever there is a change in this information.

Each school district without an exclusive representative shall make available an opportunity for those classroom teachers who are employed in the district and who are subject to the requirements of this Subpart J to select an adequate number of classroom teachers to serve on the district’s LPDCs. For purposes of this Subpart J, “classroom teachers” includes all individuals who are subject to the requirements of this Subpart J.

Each school district shall arrange for secure storage of the files required pursuant to this Subpart J.

(Source: Amended at __ Ill. Reg. _____ effective _____________)

Section 25.848 General Responsibilities of LPDCs

Each LPDC shall post the schedule of its meetings.

Each LPDC shall comply with the applicable timelines set forth in this Subpart J and shall maintain records demonstrating such compliance.

Each LPDC shall acknowledge in writing its receipt of an application for renewal of an individual’s certificate(s) if such an acknowledgment is requested by the certificate-holder pursuant to Section 25.830(c) 25.830(d) of this Part.

Each LPDC shall request from the exclusive representative the appointment of such alternates for its teacher members as may be necessary to ensure that no certificate-holder participates in recommending renewal or nonrenewal of his or her own certificate or that reviews his or her own plan for continuing professional development, evidence of completion of activities, or application for certificate renewal or the plan, evidence, or application of another individual who supervises or evaluates, or is supervised or evaluated by, him or her. If another LPDC is operating within the same school district, such alternates shall be chosen from among the teacher members of that LPDC.
Section 25.850  General Responsibilities of Regional Superintendents

a) Each regional superintendent of schools shall designate an employee who will be responsible for making all forms required pursuant to this Subpart J available to certificate-holders, members of local and regional professional development committees, and others who need to use them. Each regional superintendent of schools shall also designate an employee who will be responsible for tracking the receipt and distribution of the written materials called for in this Subpart J that are submitted to or through the regional office. Nothing shall preclude the same individual from fulfilling both the functions specified in this subsection (a).

b) Each regional superintendent shall determine the number of regional professional development review committees needed in the region.

1) The number of committees that will operate in a region shall be at the regional superintendent’s discretion, so long as the committees established are able to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J.

2) Each regional superintendent may distribute responsibility among RPDRCs according to district, building, grade level, type of certificate, subject matter area, or any other factor the regional superintendent deems appropriate.

3) Each regional superintendent shall ensure that sufficient alternate members are available to the region’s RPDRC or RPDRCs to ensure that no member reviews any matter raised by an individual for whom he or she is either a supervisor or a subordinate and to avoid other potential conflicts of interest.

c) Each regional superintendent shall publicize the way in which certificate-holders can contact the RPDRCs. In each case, the address of the regional superintendent’s office shall be identified as the address of the RPDRC. If a schedule for RPDRC meetings is set, the regional superintendent shall publicize that schedule.
d) Each regional superintendent shall provide written information to members of the RPDRCs concerning the method for reimbursement of their expenses, identification of reimbursable items, and rates of reimbursement.

e) Each regional superintendent shall receive, review, respond to, and keep on file the plans of the teachers for which he or she serves as the LPDC (i.e., nonpublic school teachers, teachers in State-operated schools, and substitute and inactive teachers who elect to maintain their certificates as valid and active).

1) A regional superintendent may identify one or more designees to assist him or her in functioning as an LPDC and may further designate individuals or committees to provide him or her with advice and recommendations on related matters.

2) No designee appointed by the regional superintendent to assist in serving as an LPDC may serve on an RPDRC that considers matters related to the same type(s) of certificates.

f) Each regional superintendent shall review all recommendations for certificate renewal or nonrenewal in light of the assurances and other information presented and, using a form supplied by the State Board of Education, shall forward those recommendations to the State Teacher Certification Board along with an indication of his or her concurrence or non-concurrence. The regional superintendent shall forward the documentation specified in Section 25.835(g) of this Part as applicable in each case.

f) If any individual’s application indicates that he or she may be or is out of compliance with Section 10-65 of the Illinois Administrative Procedure Act with regard to child support payments, the regional superintendent shall separate any such application or applications from those pertaining to certificates that are recommended for renewal and shall forward them to the Secretary of the State Teacher Certification Board whenever he or she forwards the remainder of the materials called for in subsection (e) of this Section, calling the Secretary’s attention to the potential noncompliance.

h) Each regional superintendent shall notify all LPDCs and RPDRCs in his or her region of the State priorities referred to in Section 25.810 of this Part.

i) Based upon information provided by the certificate-holders in his or her region,
each regional superintendent shall enter data into the centralized registry indicating the valid and active or valid and exempt status of each certificate for each semester of its validity.

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

Section 25.855 Approval of Illinois Providers

Illinois-based entities that offer professional development activities, such as training organizations, institutions, school districts, regional offices of education, firms, teacher unions and professional associations, and universities and colleges, may apply to the State Board of Education and the State Teacher Certification Board for approval to issue CEUs or CPDUs for conferences, workshops, institutes, seminars, symposia, or other similar training events whose goal is the improvement of teaching skills and knowledge. A certificate-holder may not receive credit for CEUs or CPDUs with respect to activities offered by Illinois-based entities that are not so approved, unless Section 25.872 of this Part applies.

a) Except as provided in subsection (b) of this Section, each provider wishing to receive such approval shall submit an application on a form supplied by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall include:

1) a description of the intended offerings in terms of relevant standards to be addressed;

2) the qualifications and experience the provider will require of presenters to be assigned in each area;

3) an indication as to whether the application is for approval to issue CEUs or CPDUs and, if approval is sought for both, identification of the activities that will generate each form of credit; and

4) assurances that the requirements of subsection (c) of this Section and the requirements of Section 25.870 of this Part will be met.

b) An organization that has affiliates based in Illinois may apply for approval on their behalf.
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1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) of this Section with respect to each one.

2) The applicant organization’s provision of the assurances required pursuant to subsection (a)(4) of this Section shall be understood to apply to each affiliate for which approval is sought.

3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be added to or removed from the list of approved providers or that the areas of training should be changed for one or more of the affiliates. For affiliates to be added, the applicant organization shall supply the information required pursuant to subsection (a) of this Section.

4) The approval status of the applicant organization shall be contingent upon its affiliates’ compliance with the applicable requirements of this Subpart J.

c) Each provider approved to issue CEUs or CPDUs shall:

1) submit written notice to the State Board of Education no later than 30 days prior to the initial date of each of its training activities, including the title, description, target audience, instructional method, and intended learning outcomes of the activity, along with a sample of the syllabus, program, or outline for it;

2) verify attendance at its training activities, provide to participants the standard forms referred to in Section 25.865 of this Part, and require completion of the evaluation portion of these forms;

3) maintain participants’ evaluation forms for a period of not less than three years and make them available for review upon request by staff of the State Board of Education;

4) maintain attendance records for each event or activity it conducts or sponsors for a period of not less than five years; and
5) Include in each announcement regarding an event or activity whether CEUs or CPDUs will be available.

d) Applicants may be asked to clarify particular aspects of their materials.

e) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.

f) A provider shall be approved to issue CEUs for a given type of activity only if the provider’s application provides evidence that:

1) The activities will be developed and presented by persons with education and experience in the applicable subject matter area(s);

2) The activities will include an activity such as discussion, critique, or application of what has been presented, observed, learned, or demonstrated; and

3) There is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21-14(e)(2) of the School Code.

g) A provider shall be approved to issue CPDUs for a given type of activity only if the provider’s application provides evidence that:

1) The activities and events it sponsors or conducts will be developed and presented by persons with education and experience in the applicable subject matter area(s); and

2) There is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21-14(e)(2) of the School Code.
h) The State Board of Education shall maintain and publicize the list of all approved providers. The list shall indicate any limitations on the type(s) of activities for which an entity has received approval.

i) Approval of a provider shall be valid for three years. To request renewal of such approval, a provider shall, no later than March 1 of the year of expiration, submit an application on a form supplied by the State Board of Education and containing:

1) a description of any significant changes in the material submitted as part of its approved application; or

2) a certification that no such changes have occurred.

j) A provider’s approval shall be renewed if the application conforms to the requirements of subsection (i) of this Section, provided that the Boards have received no evidence of noncompliance with the requirements of this Subpart J.

k) The State Board of Education may evaluate any approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of training events, which the State Board may, at its discretion, monitor at any time.

1) In the event such an evaluation indicates that applicable standards have not been met, the State Board of Education and the State Teacher Certification Board may jointly withdraw approval for one or more types of activities or of the provider.

2) Staff of the State Board of Education shall periodically report to the State Teacher Certification Board on the providers reviewed and any changes in their approval status.

3) Pursuant to Section 21-14(e)(3)(H) of the School Code [105 ILCS 5/21-14(e)(3)(H)], a teacher may not receive credit for any activity that is designed for entertainment, promotional, or commercial purposes or that is solely inspirational or motivational, and the State Board and the State Teacher Certification Board may jointly disapprove any activity found to be of this nature.
A) When an activity is disapproved under this subsection (k)(3), the provider may continue to offer the activity but shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each such notice or advertisement that the activity generates no credit applicable to certificate renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

B) Individuals who have completed an activity that is later disapproved under this subsection (k)(3) shall not be penalized with respect to continuing professional development credit accrued for that activity.

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

Section 25.860 Out-of-State Providers

The requirements for approval of providers not based in Illinois shall be as set forth in this Section unless Section 25.872 of this Part applies.

a) Entities not based in Illinois that offer professional development activities for which the target audience is groups of Illinois teachers shall be subject to the requirements of Section 25.855 of this Part. A certificate-holder may not receive credit with respect to activities offered by such an entity unless it has been approved pursuant to that Section.

b) When an entity not based in Illinois conducts an activity outside Illinois, a certificate-holder may receive CPDUs with respect to that activity, provided that:

1) the certificate-holder documents his or her participation by maintaining on file submits to the LPDC:

   A) the program, agenda, or other announcement of the event; and

   B) a completion form supplied by the provider to indicate the certificate-holder’s attendance at the event or, if no such form was supplied, a signed statement by the certificate-holder to that effect; and
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2) if the certificate-holder’s records are audited pursuant to Section 21-14(e)(4) of the School Code, the LPDC determines that the program, agenda, or other announcement of the event is found to demonstrate that:

A) there is an apparent correlation between the content of the training received and one or more of the purposes the recipient must address in his or her continuing professional development plan; and

B) the activities were conducted or presented by persons with education and experience in the applicable subject matter area(s).

c) When an entity not based in Illinois conducts an activity outside Illinois, a certificate-holder may receive CEUs with respect to that activity, provided that:

1) the requirements of subsection (b) of this Section are met; and

2) the LPDC determines that each activity for which CEUs are claimed included an activity such as discussion, critique, or application of what was presented, observed, learned, or demonstrated.

d) When a national or regional activity (e.g., the annual conference of the National Council of Teachers of Mathematics) happens to be held in Illinois, that activity shall not be treated as one for which the target audience is groups of Illinois teachers. That is, provider approval shall not be required and credit shall be available as described in subsections (b) and (c) of this Section.

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

Section 25.865 Awarding of Credit for Activities with Providers

The State Teacher Certification Board and the State Board of Education shall develop the requirements for a standard form that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the certificate-holder and evidence of completion for the certificate-holder with respect to the activity. The State Board of Education shall make available information about the required format and contents of this form so that providers may generate them for their own use, other than providers who are subject to the requirements of Section 25.872 of this Part.
This form shall be provided to each participant who completes the activity, who shall maintain it present it to the LPDC as evidence of completion (see Section 25.875(k) of this Part).

1) In the case of a conference, workshop, or other event having more than one session, each session shall be considered an “activity” for purposes of this Subpart J.

2) In the case of a conference, workshop, or other event having more than one session, the certificate-holder shall indicate by marking on the program or agenda which sessions he or she attended.

The provider shall complete the standard form to indicate the title, time, date, location, and nature of the event.

The provider shall indicate the number of CEUs issued, if applicable.

Local professional development committees shall credit CEUs in the amount issued by the approved provider.

The Local professional development committees shall examine completion forms to determine the number of CPDUs to be credited, in keeping with the provisions of Section 25.875(k) of this Part. Time spent on multiple topics at the same event may be combined to generate CPDUs.

If the certificate-holder’s records are audited pursuant to Section 21-14(c)(4) of the School Code, with respect to activities held in Illinois, LPDCs shall credit CEUs or CPDUs claimed shall be affirmed only when the standard form is presented.

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

**Section 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development**

The requirements of this Section shall apply to the approval of providers and the awarding of credit for activities that are electronically delivered, such as electronically mediated study groups, seminars, and conferences, interactive CD-ROMs, and on-line professional development...
curricula. The provisions of Sections 25.855, 25.860, 25.865, and 25.870 of this Part shall apply to such activities only to the extent set forth in this Section.

a) A certificate-holder may accrue professional development credit for an activity under this Section if the provider of the activity is approved for the applicable subject area pursuant to subsections (b) through (f) of this Section. Alternatively, a certificate-holder may accrue credit for an activity without an approved provider by meeting the requirements of subsection (h) of this Section.

b) Each provider wishing to receive approval under this Section shall submit an application using a format prescribed by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall describe:

   1) the intended offerings in terms of relevant standards to be addressed;

   2) the qualifications and experience the provider will require of the presenters, moderators, and facilitators to be assigned in each area;

   3) the means by which individuals’ participation and participants’ identities will be verified, consistent with subsection (e)(4) of this Section;

   4) the assistance that the provider will furnish to participants to foster their understanding of the material covered in the activity and their ability to complete the activity’s requirements successfully;

   5) the documentation that the provider will furnish to each individual who completes a continuing professional development activity; and

   6) whether the provider intends for CEUs or CPDUs to be available to participants.

c) Each application shall provide assurances that the following requirements will be met.

   1) The provider shall submit written notice to the State Board of Education no later than 30 days prior to the initial date of each of its training activities, including the title, description, target audience, instructional
method, and intended learning outcomes of the activity, along with a sample of the syllabus, program, or outline for it.

2) The provider shall verify individuals’ participation in its training activities, provide documentation indicating whether those who participated in a particular activity have completed it, and require participants to complete evaluations of the activities that will gather at least such information as specified by the State Board of Education. The provider shall issue CEUs, if applicable, based upon the average or expected time required to complete a given activity and in accordance with Section 25.870 of this Part. For activities generating CPDUs, the evidence of completion provided to participants shall indicate the average or expected time required so that LPDCs may award one CPDU per hour of participation may be documented.

3) The provider shall maintain participants’ evaluations for a period of not less than three years and make them available for review upon request by staff of the State Board of Education.

4) The provider shall maintain records of participation and completion for each activity it conducts or sponsors for a period of not less than five years.

d) Applicants may be asked to clarify particular aspects of their materials.

e) A provider shall be approved under this Section only if all of the following conditions are met.

1) There is an apparent correlation between the content of the training activities, the standards applicable to their intended participants, and one or more of the purposes the participants are required to address in their continuing professional development plans pursuant to Section 21-14(e)(2) of the School Code.

2) The activities will be developed and presented by persons with education and experience in the applicable subject area(s).
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3) The provider makes available to participants a mentor or facilitator who is qualified by education and experience to serve as a presenter of the activity.

4) Participation in or completion of any portion of the activity that is not designed to be attended in person is verified by some other means. That is, each individual’s participation yields either a product (e.g., a lesson plan, a tape of teaching performance, a completed test) or a record of interaction with a representative of the provider or with other participants (e.g., a discussion board). These products and records are available for evaluation by the provider, and each participant’s receipt of the evidence of completion for the activity is contingent upon their presentation to the provider along with a brief written statement in which the certificate-holder discusses the skills and/or knowledge acquired and indicates, where applicable, how the skills or knowledge will be applied in the context of his or her teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.

5) Each participant who completes the activity receives verification from the provider to that effect.

f) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.

g) A certificate-holder may receive continuing professional development credit for an activity conducted by a provider approved under this Section by submitting to the responsible LPDC the evidence of completion furnished by the provider, to the extent that the activity is relevant to one of the purposes applicable to the certificate-holder.

h) A certificate-holder may receive continuing professional development credit for an activity not conducted by a provider approved under this Section (to the extent that the activity is relevant to one of the purposes applicable to the certificate-holder) by meeting the requirements of this subsection (h).
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1) The certificate-holder shall maintain provide to the responsible LPDC a syllabus, program, or summary prepared by the provider or a summary written by the certificate-holder.

2) The certificate-holder shall maintain provide to the LPDC any documents or other products developed during the activity and any verification of completion supplied by the provider.

3) The certificate-holder shall maintain provide to the LPDC a brief written statement meeting the requirements of subsection (e)(4) of this Section.

4) The certificate-holder shall maintain provide to the LPDC a statement issued by the provider indicating the average or expected amount of time required for completion of the activity, which shall serve as the basis for credit LPDC shall credit in the form of CPDUs at a rate of one per hour of direct participation or CEUs in accordance with Section 25.870(a) of this Part, as applicable.

(Source: Amended at __ Ill. Reg. ______, effective _____________)

Section 25.875 Continuing Professional Development Units (CPDUs)

The number of CPDUs to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section. In addition to the specific requirements described in the various subsections of this Section, the evidence of completion required for each of the activities listed shall include a brief written statement prepared by the certificate-holder which summarizes the activity or experience, discusses the skills and/or knowledge acquired, and indicates, where applicable, how the skills or knowledge will be applied in the context of the participant’s teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.

a) Participation on collaborative planning and professional improvement teams and committees [105 ILCS 5/21-14(e)(3)(E)(i)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.
2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team’s meetings demonstrating the member’s attendance; and the plan, activity description, or other product that results from the group’s work.

b) Peer review and coaching [105 ILCS 5/21-14(e)(3)(E)(ii)]

1) Definitions

A) Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher’s performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.

B) Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other’s teaching and discuss the observations made.

2) Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five observations; eight CPDUs shall be credited per semester in which there are six or more observations.

3) Evidence of Completion
A) For peer review: The school’s, district’s, or exclusive representative’s written program description or policy; a record of the certificate-holder’s assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

c) Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(E)(iii)]

1) Definitions

A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and

i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or

ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher’s progress or classroom observation; or
iii) classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.

C) For a recipient or remediating teacher: A formally established sequence of sessions lasting no less than one quarter of a school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each such teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher’s future work.

2) Credit

A) For a mentor or for a recipient or remediating teacher: Nine CPDUs shall be credited for a semester in which there are three to five observations; 11 CPDUs shall be credited for a semester in which there are six or more observations.

B) For a consulting teacher: Six CPDUs shall be credited for a semester in which there are three to five meetings; eight CPDUs shall be credited for a semester in which there are six or more meetings; nine CPDUs shall be credited for a semester in which there are three to five meetings and one or more observations; 11 CPDUs shall be credited for a semester in which there are six or more meetings and one or more observations.

3) Evidence of Completion

A) For a mentor or for a recipient or remediating teacher: The school’s, district’s, or institution’s written description of its mentoring program or remediation process, including the required number and length of cycles of interaction; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
B) For a consulting teacher: The district’s written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

d) Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans [105 ILCS 5/21-14(e)(3)(E)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team’s meetings; and a copy of the product or recommendation developed by the team or committee.

e) Coordinating community resources in schools, if the project is a specific goal of the school improvement plan [105 ILCS 5/21-14(e)(3)(E)(v)]

1) Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school’s or district’s staff or students for the purpose of meeting one or more needs identified in the school improvement plan; must include more than the class(es) directly taught by the certificate-holder.

2) Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.

3) Evidence of Completion: The excerpt from the school improvement plan highlighting the need(s) being met; a written statement prepared by the
certificate-holder indicating the purpose or desired outcome of the external entities’ involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual’s assignment to or performance of this function.

f) Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(E)(vi)]

1) Definitions

A) Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children’s achievement or to another need identified in a school improvement plan.

B) Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children’s achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the certificate-holder’s assignment).

2) Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.

3) Evidence of Completion

A) For coordinating: The sponsoring entity’s written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual’s assignment as facilitator or coordinator or indicating that he or she performed these duties.
B) For making presentations: The written program description indicating that the certificate-holder served as a presenter in the program.

g) Participating in business, school, or community partnerships directly related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(E)(vii)]

1) Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the partnership that states its goals, identifies the need(s) it is designed to meet, and describes the activities conducted by the certificate-holder; and a copy of the relevant portion of the school improvement plan that includes the specific need(s) identified.

h) Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(E)(viii)]

1) Definitions

A) Service (as determined by the teacher preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program.

B) Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved teacher preparation program.
2) **Credit:** Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be credited for supervising one or more candidates in pre-student-teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.

3) **Evidence of Completion:** The written agreement between the school district and teacher preparation institution naming the certificate-holder as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.

i) *Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the certificate area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content-area standards and supports the essential characteristics of quality professional development* [105 ILCS 5/21-14(e)(3)(F)(i)]

1) Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual’s certificate(s) and addresses the standards set forth in Subpart B of this Part relative to the certificate-holder’s field(s) of teaching or assignment.

2) **Evidence of Completion:** A grade report or official transcript issued by the institution indicating that the certificate-holder has passed the course.

j) *Teaching college or university courses in areas relevant to the certificate area being renewed, provided that the teaching may only be counted once during the course of 5 years* [105 ILCS 5/21-14(e)(3)(F)(ii)]

1) **Definition:** Teaching a college-level course in a field that is related to an individual’s certificate(s) and results in the granting of college credit to those enrolled.
2) Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered “the same” if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the certificate-holder wishing to claim CPDUs for both shall be required to demonstrate how the two differ.

3) Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the certificate-holder as the teacher of a particular course.

k) Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(G)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(G)(ii)]

1) Definitions

A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.

B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

2) Credit: One CPDU shall be credited for each hour of a certificate-holder’s attendance or participation. Eight CPDUs shall be credited for an individual’s first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.

3) Evidence of Completion

A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of
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this Part, including a statement regarding how the certificate-holder will use what he or she learned in the context of his or her teaching; the program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each.

B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.

l) Training as external reviewers for quality assurance [105 ILCS 5/21-14(e)(3)(G)(iii)]

1) Definition: Participation in a complete training sequence regarding the quality assurance process used by the State Board of Education pursuant to the Board’s rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).

2) Credit: Ten CPDUs shall be credited for the first instance of an individual’s participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate’s validity.

3) Evidence of Completion: A certificate issued by the State Board.

m) Training as reviewers of university teacher preparation programs [105 ILCS 5/21-14(e)(3)(G)(iv)]

1) Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving teacher preparation programs or accrediting teacher preparation institutions pursuant to Subpart C of this Part.

2) Credit: Ten CPDUs shall be credited for the first instance of an individual’s participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate’s validity.
3) Evidence of Completion: A certificate issued by the State Board.

n) Participating in action research and inquiry projects [105 ILCS 5/21-14(e)(3)(H)(i)]
   
   1) Definition: Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.

   2) Credit: Eight CPDUs per semester shall be credited for a project involving the certificate-holder’s own class(es); 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the certificate-holder’s own class(es).

   3) Evidence of Completion: The written protocol and a written summary of the inquiry and its results that describes what the certificate-holder has learned and identifies the implications of the experience for the individual’s future teaching.

o) Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to certificate renewal [105 ILCS 5/21-14(e)(3)(H)(ii)]
   
   1) Definition: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the certificate-holder’s area(s) of certification.

   2) Credit: Five CPDUs shall be credited per semester, or 2.5 CPDUs per quarter.

   3) Evidence of Completion: A description of the observations prepared by the certificate-holder, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual’s future teaching.

p) Traveling related to one’s teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible
LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur [105 ILCS 5/21-14(e)(3)(H)(iii)]

1) Definition: Travel lasting no less than three consecutive, full days, that which the LPDC has been approved based on a plan submitted by the certificate-holder. The plan shall relate the travel to one or more of the individual’s improvement goals, identify the activities or aspects of the travel that will contribute to his or her professional development, and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed upon submission of the required evidence of completion.)

2) Credit: Twelve CPDUs shall be awarded per year in which the certificate-holder engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a certificate-holder who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a certificate-holder engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim such travel in a subsequent year, provided that the certificate-holder may not exceed the maximum number of CPDUs allowable per year for qualifying travel.

3) Evidence of Completion: The travel itinerary and a written journal prepared by the certificate-holder that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching.

q) Participating in study groups related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(H)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to
improving the members’ practice or related outcomes among their students.

2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written statement of purpose for the group; a list of the group’s members; and summaries of the meetings showing attendance by the certificate-holder.

r) Serving on a statewide education-related committee, including but not limited to the State Teacher Certification Board, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities [105 ILCS 5/21-14(e)(3)(H)(v)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any such body.

2) Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.

3) Evidence of Completion: Minutes of the group demonstrating the individual’s attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.

s) Participating in work/learn programs or internships [105 ILCS 5/21-14(e)(3)(H)(vi)]

1) Definition: Participation in a structured program that pairs the certificate-holder with an employer or other entity under whose auspices the certificate-holder can acquire knowledge or skills for use in his or her future teaching or position.

2) Credit: Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and
11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).

3) Evidence of Completion: A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the certificate-holder’s direct contact with other individuals from whose knowledge or experience he or she was to benefit.

\[t]\) Developing a portfolio of student and teacher work [105 ILCS 5/21-14(e)(3)(H)(vii)]

1) Definition: Preparation of at least five portfolio “artifacts” or “entries”, each of which relates to a different assignment and consists of:

A) samples of at least three students’ work that responds to the specified assignment; and

B) a written analysis prepared by the certificate-holder that describes:

i) the assignment to which the work responds and the teacher’s goal(s) for that assignment;

ii) the instructional strategies and materials used and the reasons for their selection;

iii) what the students’ work reveals about whether the teacher’s goal(s) for the assignment were met; and

iv) the successful and less-than-successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goal(s).

2) Credit: 15 CPDUs.

3) Evidence of Completion: The materials referred to in subsection (t)(1) of this Section.
u) Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level [105 ILCS 5/21-14(e)(3)(I)(i)]

1) Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group’s working sessions.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).

3) Evidence of Completion: Membership list and meeting summaries showing the certificate-holder’s presence and participation; and the product of the group’s work, such as a curriculum guide or new assessment.

v) Participating in team or department leadership in a school or school district [105 ILCS 5/21-14(e)(3)(I)(ii)]

1) Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.

2) Credit: Five CPDUs shall be awarded per semester of service.

3) Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.
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w) Participating on external or internal school or school district review teams [105 ILCS 5/21-14(e)(3)(I)(iii)]

1) Definitions

A) Participating as an external or internal reviewer in a complete cycle of the quality assurance process used by the State Board of Education pursuant to the Board’s rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).

B) Participating on a curriculum review panel convened pursuant to Section 25.125(c) of this Part with respect to the approval of a teacher preparation program.

C) Participating on a review team convened pursuant to Section 25.125(e) of this Part with respect to the accreditation of an institution of higher education and its approval to provide teacher preparation programs.

2) Credit: Fifteen CPDUs shall be credited for an external quality review visit, for service on a curriculum review panel, or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester. Eight CPDUs shall be credited per semester of service on a school’s internal quality review team, or four CPDUs per quarter.

3) Evidence of Completion: Documentation of the individual’s assignment by State Board staff (for an external review team, curriculum review panel, or institutional review team) or by a school district administrator (for an internal review team); and a statement signed by the team’s chair or convenor verifying the certificate-holder’s participation for the duration of the process.

x) Publishing educational articles, columns, or books relevant to the certificate area being renewed [105 ILCS 5/21-14(e)(3)(I)(iv)]

1) Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.
2) Credit: Forty CPDUs shall be credited for writing a book that is technical or research-based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no more than 100 percent of the available CPDUs shall be credited for any item published.

3) Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of “publication”.

y) Participating in non-strike-related professional association or labor organization service or activities related to professional development [105 ILCS 5/21-14(e)(3)(I)(v)]

1) Definition: Service on local professional development committees, regional professional development review committees (including service by certificate-holders in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.
z) Other

1) An LPDC may award continuing professional development units shall be available for activities not enumerated in subsections (a) through (y) of this Section based upon written evidence maintained by the certificate-holder that:

A) describes the activity and its purpose, intensity, duration, and outcomes;

B) discusses how the activity related to the improvement of the certificate-holder’s knowledge and skills;

C) identifies which of the activities enumerated in subsections (a) through (y) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k) of this Section); and

D) proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (z)(3) of this Section.

Any disagreement regarding the appropriate number of CPDUs to be awarded shall be resolved by appeal to the RPDRC as provided in Section 25.825(e) of this Part.

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

Section 25.880 “Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching

a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a certificate is maintained as valid and exempt.

1) Each certificate-holder shall notify the regional superintendent of schools of any semester that he or she believes qualifies as a period of exemption, each time there is a change in his or her teaching assignment, employer, or
employment status. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual’s certificates will be considered valid and active or valid and exempt for any given semester. The regional superintendent shall verify the certificate-holder’s employment status and shall, as applicable:

A) enter the period of exemption into the centralized registry; or

A certificate holder may notify the regional superintendent either when a change occurs or whenever it becomes apparent that a particular semester will qualify or has qualified as a period of exemption.

B) return the notification form to the certificate-holder with an indication as to why the period in question does not qualify as a period of exemption. The regional superintendent shall verify the certificate-holder’s employment status and shall return to the certificate-holder a signed copy of the form indicating whether a period of exemption has been recorded.

2) Periods of exemption shall be established in one-semester increments. A period of exemption shall be available only for a semester during which a certificate-holder is employed and performing services for fewer than 45 school days. Each one-semester period of exemption shall result in a ten-percent reduction in the requirement for continuing professional development (for holders of standard certificates) or a five-percent reduction in the requirement (for holders of master certificates).

3) When applying for renewal of his or her certificate(s), each certificate-holder shall identify for the LPDC the periods of exemption that occurred during the period of validity and the proportionate reduction that applies to the requirements for continuing professional development. The certificate-holder shall present a copy of the form referred to in subsection (a)(1) of this Section to document any period of exemption claimed.

4) If proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, a certificate holder shall be required to conform as closely as possible to the required distribution.
of units but shall not be obligated to accumulate units of credit in excess of the applicable reduced total.

A) Example: An individual teaches for the first two years of a standard certificate’s five-year period of validity and accumulates 60 CPDUs attributable to the purpose identified in Section 25.805(b)(3) of this Part (“Purpose 3”). The individual then maintains the certificate as valid and exempt for the remaining three years. By proportionate reduction, the total number of CPDUs required of this individual is 48. Because the individual has earned 60 CPDUs, he or she shall be considered to have met the requirement for continuing professional development, even though no units of credit have been attributed to the purposes identified in Section 25.805(b)(1) and (2) of this Part (“Purposes 1 and 2”).

B) Example: An individual teaches for the first two years of a standard certificate’s five-year period of validity and accumulates 40 CPDUs attributable to Purpose 3. The individual maintains the certificate as valid and exempt for the third and fourth years and then returns the certificate to valid and active status for the fifth year because he or she resumes teaching. By proportionate reduction, the total number of units required of this individual is 72. Half of those units (36) are required to pertain to Purpose 1 or 2, but the individual only lacks 32 units for a total of 72. The certificate holder shall be required to use these 32 units to address Purposes 1 and 2 and shall amend his or her plan to include activities that comply with this requirement.

4) 5) An individual whose certificate is valid and exempt may nevertheless keep an approved plan on file covering continuing professional development activities he or she wishes to complete during the period of exemption. Completion of professional development such activities during a period of exemption shall not affect shall be appropriately credited by the responsible LPDC, without affecting the proportionate reduction in the total number of units required.

b) The requirement for continuing professional development shall be reduced by 20 percent for the first renewal cycle with respect to any individual who receives a
standard certificate, or 10 percent for an individual who receives a master certificate, whose first year of validity expires on June 30, 2000.

c) The requirement for continuing professional development shall be reduced by 50 percent with respect to a period of time during which the certificate-holder has been employed on a part-time basis, i.e., has been teaching for less than 50 percent of the school day or school term (Section 21-14(e)(1) of the School Code [105 ILCS 5/21-14(e)(1)])

d) The reduced requirements for continuing professional development that apply under Section 21-2(e)(8) of the School Code to certificate-holders who have acquired master’s degrees, education specialists, doctorates, or master certificates and whose applications for certificate renewal are received or processed on or after July 1, 2004, shall also be subject to proportionate reduction if applicable under this Section.

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

Section 25.885 Funding; Expenses (Repealed)

a) School districts, charter schools, cooperatives, and joint agreements may use the funds provided to them by the State Board of Education under Section 21-14(k) of the School Code [105 ILCS 5/21-14(k)] for such of the following expenditures as may be accommodated within the maximum amount available:

1) supplies;

2) duplicating and postage;

3) equipment and maintenance thereof;

4) telecommunications; and

5) other administrative costs reasonably associated with conducting the meetings of LPDCs.

b) Regional superintendents of education shall use the funds provided to them under Section 21-14(k) of the School Code to pay school districts, charter schools, cooperatives, and joint agreements for:
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1) travel costs incurred in staff attendance at the meetings of RPDRCs and the training seminar that is required pursuant to Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)], including lodging, mileage, per diem (or meal reimbursement, as applicable), and incidentals; and

2) other costs reasonably associated with staff attendance at the meetings of RPDRCs and the required training seminar.

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

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

Section 25.900 Applicability of Requirements in this Subpart

Pursuant to Section 21-2(c) of the School Code [105 ILCS 5/21-2(c)], the requirements of this Subpart K shall apply beginning on July 1, 2003, to each holder of an Illinois initial or initial alternative teaching certificate, or an equivalent certificate issued by another state, who has completed four years of teaching and is seeking a standard teaching certificate. Beginning July 1, 2004, however, the requirements of this Subpart K shall not apply to any out-of-state candidate with four years of teaching experience. (Section 21-2(b-5) of the School Code)

a) Each certificate-holder who is subject to the requirements of this Subpart K shall:

1) maintain the required form of evidence of completion for the option chosen pursuant to Section 25.905 of this Part, as specified in Sections 25.910 through 25.942 of this Part, throughout the first period of validity of his or her standard certificate; and

2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart K.

b) An individual who has fulfilled the requirements of this Subpart K and received one standard certificate as a result shall be deemed to have satisfied the requirements of this Subpart K with respect to any subsequent early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate.
Section 25.905 Choices Available to Holders of Initial Certificates

Pursuant to Section 21-2(c) of the School Code, an individual who is subject to the requirements of this Subpart K shall successfully complete one of the options listed in this Section in order to qualify for a standard teaching certificate. Out-of-state applicants may qualify for a reduction in the requirements of subsection (d) or subsection (e) of this Section; see Section 25.11(b)(2)(B) of this Part. Each affected individual may choose to:

a) Complete a program of induction and mentoring that meets the requirements of Section 25.910 of this Part;

b) Complete at least four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) that meets the requirements of Section 25.915 of this Part;

c) Complete at least four semester hours of graduate-level coursework addressing the requirements for certification by the National Board for Professional Teaching Standards that meets the requirements of Section 25.920 of this Part;

d) Complete at least 12 semester hours of graduate-level coursework towards, or either hold or receive an advanced degree from an accredited institution of higher education in an education-related field, provided that the coursework completed meets the requirements of Section 25.925 of this Part;

e) Accumulate 60 continuing professional development units (CPDUs), or such quantity as may be applicable under Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)], by completing selected activities as specified in Section 25.930 of this Part;

f) Complete a nationally normed, performance-based assessment, if such an assessment is made available pursuant to Section 25.940 of this Part;

g) Complete the requirements for being considered “highly qualified” in an additional teaching field (see Section 25.942 of this Part);
Section 25.910  Requirements for Induction and Mentoring

Completion of a program of induction and mentoring as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

a) The program selected by a certificate-holder must have been approved for this purpose by the State Board of Education in consultation with the State Teacher Certification Board. Two or more school districts or other organizations may jointly offer a program of induction and mentoring under this Section. An entity or group of entities that wishes to offer an approved program of induction and mentoring shall submit to the State Superintendent of Education a written plan for the program that conforms to the requirements of Section 21-2(c)(2)(A) of the School Code [105 ILCS 5/21-2(c)(2)(A)]. A program shall be approved if the plan demonstrates that the program will meet the specifications of subsections (b) through (g) of this Section. Entities that were conducting programs of induction and mentoring prior to July 1, 2003, may apply to the State Superintendent under this Section for verification that those programs met the requirements of this Section so that individuals who have completed them may fulfill the requirements of this Subpart K on that basis. The State Board of Education shall annually publish a list of induction and mentoring programs that have been approved for this purpose.

b) A formally trained mentor shall be assigned to assist each new teacher, and no mentor shall be assigned to assist more than five new teachers during any given school year. To the extent possible, mentor teachers shall hold the same type of certificate as the new teachers with whom they will work. Each mentor teacher assigned shall hold, or shall have retired while holding, a standard or master
certificate and shall have completed a training program that addresses all the following topics:

1) Content Knowledge and Pedagogy;
2) Adult Learning Theory;
3) Verbal and Non-Verbal Communication Skills;
4) Attributes and Styles of Positive Critiques;
5) Classroom Observation Skills Related to Assessment of Performance;
6) Strategies for Providing Constructive Feedback and Social Support;
7) Problem-Solving Skills; and
8) Formative Assessment and Self-Assessment.

c) Each new teacher shall receive formal mentoring, which may include mentoring conducted electronically, consisting of an established sequence of sessions no less than two school years in duration. The planned sequence for each teacher shall comprise no fewer than three episodes of observation, which may be conducted using videoconferencing or videotaping, that include preparation with the mentor teacher prior to observing the new teacher in the classroom; observation of the new teacher’s teaching practice; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

d) The program shall afford mentor teachers and new teachers systematic opportunities for contact with each other so that new teachers will receive professional and social support in the school environment. The program shall include a formal mechanism for orienting new teachers to the school improvement and professional development plans that apply and for assisting them in understanding their respective employers’ expectations with regard to the Illinois Professional Teaching Standards and the relevant content-area standards.

e) New teachers shall be afforded at least one opportunity during each semester to participate in professional development opportunities that involve:
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1) observing teaching practice modeled by experienced teachers and discussing selected aspects of teaching practice with these teachers; or

2) participating in workshops, conferences, symposia, seminars, or other, similar training events that are designed to increase teachers’ knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards that apply to their respective areas of certification or assignment.

f) The program shall require formative assessment of new teachers’ professional development. The mentor teacher shall participate in formative assessment by providing written feedback after observing the teaching performance of the new teacher and by providing written analysis of written materials prepared by the new teacher. The new teacher shall participate in formative assessment by preparing at least one written reflection on his or her teaching practice for each quarter of a school year, for review by the mentor teacher. New teachers’ written reflections shall be required to focus on relevant aspects of the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback received from mentor teachers.

g) Each plan for an induction and mentoring program shall include a specific method for collecting and maintaining information that will permit evaluation of the program and will contribute to an overall assessment of the effectiveness of induction and mentoring. For each program, at least the following information shall be collected and supplied to the State Board of Education upon request:

1) the length of time during which recipients of the program remain employed as teachers (if known) or remain employed as teachers in the district where mentoring and induction were received;

2) the percentage of recipient teachers who received ratings of “satisfactory” or “excellent” each year since completing the program;

3) any savings realized in the cost of recruiting new teachers due to increased retention; and

4) any decrease in the number or percentage of teachers teaching outside their respective fields.
h) A certificate holder who elects to complete a program of induction and mentoring as the means of qualifying for the standard teaching certificate shall notify the local professional development committee (LPDC) that is responsible for comparable standard certificates to this effect and identify the program selected. Within 30 days after receipt of this notification, the LPDC shall respond to the certificate holder in writing, either confirming that the selected program has been listed by the State Board of Education as approved for this purpose or notifying the certificate holder that the program has not been approved and that completion of the program will not result in eligibility for the standard certificate.

i) As evidence of completion for this requirement, the candidate for a standard certificate shall maintain a record of verification, in a format specified by the State Board of Education, signed by the administrator of the approved mentoring and induction program.

j) An individual may transfer between programs approved under this Section.

j) Each holder of an initial certificate who chooses the option described in this Section shall be required to complete:

1) an approved program of at least one year’s duration, if his or her initial certificate was issued before September 1, 2007;

2) an approved program of at least two years’ duration, if his or her initial certificate was issued on or after September 1, 2007.

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

Section 25.915 Requirements for Coursework on the Assessment of One’s Own Performance

Completion of at least four semester hours of graduate-level coursework on the assessment of one’s own performance as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

a) Only coursework offered by an accredited institution of higher education, by such an institution in partnership with a teachers’ association or union or with a regional office of education, or by another entity authorized to issue college
credit shall qualify for this purpose. (Section 21-2(c)(2)(B) of the School Code [105 ILCS 5/21-2(c)(2)(B)])

b) An eligible entity that offers or plans to offer coursework that will result in candidates’ eligibility for the standard teaching certificate shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework includes the activities required by Section 21-2(c)(2)(B) of the School Code.

c) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant’s teaching practice, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice, in accordance with the requirements of this subsection (c).

1) Each participant’s teaching practice shall be observed on at least one occasion, either in person or through videoconferencing or videotapes, either by the course instructor or by a designee identified by the instructor who:

   A) holds, or at the time of his or her retirement held, a standard or master teaching certificate; or

   B) has completed training covering the topics listed in Section 25.910(b) of this Part; or

   C) in the judgment of the course instructor, has the knowledge and skills required in order to provide appropriate feedback to new teachers regarding their teaching practice.

2) Each participant shall assemble sufficient written lesson plans, assignments to students, samples of students’ work responding to the assignments, and assessment instruments used with respect to the assignments to provide evidence of his or her performance with respect to all the standards set forth in 23 Ill. Adm. Code 24.100(a) through (i), provided that the material required by this subsection (c)(2) shall be presented for no fewer than two separate lessons, at least one of which is the subject of an observation conducted pursuant to subsection (c)(1) of
this Section. The participant shall also provide a written discussion of how the material assembled relates to each of the Illinois Professional Teaching Standards referred to in this subsection (c)(2), with emphasis on the aspects listed in Section 21-2(c)(2)(B)(ii) of the School Code [105 ILCS 5/21-2(c)(2)(B)(ii)]. In using students’ work for this purpose, participants shall ensure that students are not identifiable or shall obtain consent for the release of the students’ work in keeping with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the rules for Student Records (see 23 Ill. Adm. Code 375).

3) The course instructor or a designee who meets the requirements of subsection (c)(1) of this Section shall review the documentation submitted by the participant and provide written feedback regarding the new teacher’s strengths and weaknesses, factors to consider, and techniques with potential for improving the new teacher’s practice.

4) For each of the two lessons documented under subsection (c)(2) of this Section, each participant shall prepare his or her own written analysis of the strengths and weaknesses revealed by the applicable documentation and the implications of that analysis for improving his or her teaching in relation to the Illinois Professional Teaching Standards.

5) The grades issued to participants in the coursework shall reflect the instructor’s assessment of the participants’ performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor’s assessment of the participants’ performance as teachers.

d) As evidence of completion, the candidate for a standard certificate shall maintain submit to the responsible LPDC a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for the standard teaching certificate under this Section.

f) An eligible Illinois entity that offered coursework relevant to this Section prior to July 1, 2003, may apply to the State Superintendent, based on the submission of material meeting the requirements of subsection (b) of this Section, for
verification that the coursework met the requirements of this Section so that individuals who have completed it may fulfill the requirements of this Subpart K on that basis. An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course’s content with the requirements of this Section and Section 21-2(c)(2)(B) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

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

Section 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)

Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NPBTS as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

a) Only coursework offered by an accredited institution of higher education, by such an institution in partnership with a teachers’ association or union or with a regional office of education, or by another entity authorized to issue college credit shall qualify for this purpose. (Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)])

b) An eligible entity that offers or plans to offer coursework that will result in candidates’ eligibility for the standard teaching certificate shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework addresses the five “core propositions” that guide the National Board’s certification initiatives:

1) Teachers are committed to students and their learning.

2) Teachers know the subjects they teach and how to teach those subjects to students.

3) Teachers are responsible for managing and monitoring students’ learning.
4) Teachers think systematically about their practice and learn from experience.

5) Teachers are members of learning communities.

c) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant’s teaching practice in light of applicable standards, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice.

1) These required elements may be provided either by means of the activities described in Section 25.915(c)(1) through (c)(4) of this Part or by using another sequence of activities that is designed to provide beginning teachers with direct feedback from experienced teachers and a structure for reviewing their own teaching in light of this feedback and in light of their students’ performance.

2) The grades issued to participants in the coursework shall reflect the instructor’s assessment of the participants’ performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor’s assessment of the participants’ performance as teachers.

d) As evidence of completion, the candidate for a standard certificate shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for the standard teaching certificate under this Section.

f) An eligible Illinois entity that offered coursework relevant to this Section prior to July 1, 2003, may apply to the State Superintendent, based on the submission of material meeting the requirements of subsection (b) of this Section, for verification that the coursework met the requirements of this Section so that individuals who have completed it may fulfill the requirements of this Subpart K on that basis. An individual who wishes to use coursework completed in another
state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course’s content with the requirements of this Section and Section 21-2(c)(2)(C) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

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

Section 25.925 Requirements Related to Advanced Degrees and Related Coursework

Qualification for the standard teaching certificate based upon receipt of an advanced degree in an education-related field, or upon completion of at least 12 semester hours of graduate credit toward such a degree, shall be subject to the requirements of this Section.

a) For purposes of this Section, an “advanced degree” is a master’s degree, a doctoral degree, a certificate of advanced study, or an education specialist that is earned by the individual either while he or she holds an initial teaching certificate or prior to his or her receipt of that certificate. (Section 21-2(c)(2)(C-5) of the School Code [105 ILCS 5/21-2(c)(2)(C-5)])

b) For purposes of this Section, an “education-related field” is one related to the requirements for the early childhood, elementary, secondary, special, or special preschool-age 21 certificate, the school service personnel certificate, the administrative certificate, or any endorsement available on any of these certificates pursuant to the rules of the State Board of Education (see 23 Ill. Adm. Code 23, 23 Ill. Adm. Code 24, 23 Ill. Adm. Code 25, 23 Ill. Adm. Code 26, 23 Ill. Adm. Code 27, and 23 Ill. Adm. Code 29) or the policies of the State Board of Education related to certification in special education under the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

c) Regardless of the degree earned, at least eight semester hours of graduate-level credit must be earned by the certificate holder for coursework that would count toward a degree, certificate, or endorsement in a teaching field [105 ILCS 5/21-2(c)(2)(D)].

d) As evidence of completion, the candidate for a standard certificate shall maintain either submit to the responsible LPDC.
1) documentation provided by a regionally accredited institution of higher education indicating the individual’s admission to the degree program and an official transcript showing that no fewer than 12 semester hours of graduate credit were earned toward that degree while the individual held the initial certificate; or

2) an official transcript showing that the degree was issued and that the requirements of subsection (c) of this Section were met.

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

Section 25.930 Requirements for Continuing Professional Development Units (CPDUs)

The applicability of CPDUs toward receipt of the standard teaching certificate shall be subject to the requirements of this Section and Section 25.935 of this Part.

   a) Each candidate for the standard certificate shall be required to accumulate 60 CPDUs in conformance with this Section, unless the candidate held an initial teaching certificate on August 10, 2002. (Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)]) A candidate who held an initial teaching certificate on that date shall be required to accumulate:

   1) 45 CPDUs, if at least three but fewer than four years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time when the certificate remains valid between the candidate’s completion of four years of teaching experience and the following June 30 (see Section 25.11(d)(4) of this Part);

   2) 30 CPDUs, if at least two but fewer than three years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time between the candidate’s completion of four years of teaching experience and the following June 30; or

   3) 15 CPDUs, if at least one year but fewer than two years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time between the candidate’s completion of four years of teaching experience and the following June 30.
b) Persons who elect to satisfy the requirements of this Section may earn credit at least one-half the CPDUs a person must accrue in order to qualify for a standard teaching certificate must be earned through completion of coursework, workshops, seminars, conferences, and other similar training events that are pre-approved by the State Board of Education, in consultation with the State Teacher Certification Board, for the purpose of reflection on teaching practices in order to address all of the Illinois Professional Teaching Standards. (Section 21-2(c)(3) of the School Code [105 ILCS 5/21-2(c)(3)])

c) The activities selected by a certificate-holder pursuant to subsection (b) of this Section shall conform to the requirements of clauses (A) through (D) of Section 21-2(c)(3) of the School Code [105 ILCS 5/21-2(c)(3)] and may have been completed at any time while the individual held an initial teaching certificate.

d) Any school district, nonpublic school, cooperative or joint agreement, regional office of education, institution of higher education, teacher union or professional association, non-profit organization or corporation, for-profit entity, member of the International Association for Continuing Education and Training (IACET), or individual may apply for approval to offer activities that will be creditable under this Section. Each application shall include at least the following information:

1) a description of the organization’s or individual’s experience in providing training of a similar nature;

2) the qualifications that will be required of presenters who conduct the activities;

3) the specific standards proposed to be addressed in each activity; and

4) an outline, syllabus, videotape, or other descriptive material that demonstrates how each activity will fulfill the requirements and offer the components required by Section 21-2(c)(3) of the School Code.

e) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve the provision of an activity for purposes of this Section if the application provides evidence that:
1) the activity will be presented or conducted by persons with education and experience in assisting teachers to focus on the fundamental aspects of their teaching practice, including:

A) knowledge of content and pedagogy;
B) assessment of students’ learning and provision of timely and effective feedback to them;
C) classroom management strategies;
D) development of instructional goals;
E) design and delivery of instruction; and
F) reflection on and analysis of teaching practice and success in assisting students to reach instructional goals.

2) The application demonstrates that the activity will address one or more of the Illinois Professional Teaching Standards or the content-area standards that are relevant to the participating teachers’ areas of certification and assignment.

3) The application demonstrates that the activity requires performance on the part of each participating teacher with respect to reflecting on his or her own teaching practice.

4) The applicant provides assurances that attendance records for the activity will be maintained for a period of not less than five years and each participant will receive evidence of completion in a standard format required by the State Board of Education.

f) A certificate-holder may use one activity or several activities to fulfill the requirements of this Section, provided that all applicable standards are addressed. A certificate-holder who chooses this method of qualifying for the standard certificate shall use a standard format (matrix) made available by the State Board of Education to correlate the activities completed with the standards they addressed. In addition, the certificate-holder shall maintain the documents supplied by providers under subsection (e)(4) of this Section as evidence of
completion, as required by Section 25.900(a) of this Part prepare a brief written statement describing new knowledge or skills he or she has gained as a result of each activity completed.

g) One CPDU shall be available for each hour of direct participation by a holder of an initial teaching certificate in a qualifying activity under this Section. (Section 21-2(c)(3)(E) of the School Code [105 ILCS 5/21-2(c)(3)(E)])

h) The balance of the CPDUs an individual is required to accrue in combination with those earned pursuant to subsection (f) of this Section may be earned by completing activities chosen from among those described in Section 25.935 of this Section.

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

Section 25.935 Additional Activities for Which CPDUs May Be Earned

At the option of the certificate-holder, CPDUs in addition to those available under Section 25.930(b) of this Part may be earned for activities under this Section to complete the total number needed by the individual, provided that each activity is designed to advance a person’s knowledge and skills in relation to one or more of the standards set forth in the rules of the State Board of Education at 23 Ill. Adm. Code 24, 26, or 27 (Standards for All Illinois Teachers; Standards for Certification in Early Childhood Education and in Elementary Education; and Standards for Specific Teaching Fields) or the policies of the State Board of Education related to certification in special education described in Section 25.925(b) of this Section. The permissible activities, the number of CPDUs to be credited for each, and the required evidence of completion for each shall be as described in Section 25.875(b), (c), (f), (g), (j), (l), (m), (n), (o), (s), (t), (u), (v), (w), (x), and (y) of this Part and in subsections (a) and (b) of this Section. In addition to the specific requirements described in those provisions, the evidence of completion required for each of the activities shall include a brief written statement prepared by the certificate-holder which summarizes the activity or experience, discusses the skills and/or knowledge acquired, and indicates, where applicable, how the skills or knowledge will be applied in the context of the participant’s teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case. Activities shall only be creditable under this Section if completed while the individual held an initial certificate or a comparable certificate issued by another state or territory.
a) Completing non-university credit directly related to student achievement, the Illinois Professional Teaching Standards, or content-area standards [105 ILCS 5/21-2(c)(4)(C)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-2(c)(4)(C)(ii)]

1) Definitions

A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses student achievement and/or one or more of the standards set forth in the rules of the State Board of Education at 23 Ill. Adm. Code 24, 26, or 27 (Standards for All Illinois Teachers; Standards for Certification in Early Childhood Education and in Elementary Education; and Standards for Specific Teaching Fields) or the policies of the State Board of Education related to certification in special education described in Section 25.925(b) of this Section.

B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

2) Credit: One CPDU shall be credited for each hour of a certificate-holder’s attendance or participation. Eight CPDUs shall be credited for an individual’s first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.

3) Evidence of Completion

A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part, including a statement regarding how the certificate-holder will use what he or she learned in the context of his or her teaching; and the program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each.
B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.

b) Participating in study groups related to student achievement, the Illinois Professional Teaching Standards, or content-area standards [105 ILCS 5/21-2(c)(4)(D)(iii)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of student achievement, the Illinois Professional Teaching Standards, or the content-area standards relevant to its members in a series of regular, structured, collaborative interactions with a view to improving the members’ practice or related outcomes among their students.

2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written statement of purpose for the group; a list of the group’s members; and summaries of the meetings showing attendance by the certificate-holder.

(Source: Amended at __ Ill. Reg.______, effective _____________)

Section 25.942 Requirements for Additional Options

a) “Highly Qualified”
An individual who wishes to qualify for a standard certificate by becoming “highly qualified” for purposes of the federal No Child Left Behind Act of 2001 in an additional teaching area shall maintain official transcripts or other documentation demonstrating that he or she completed at least a portion of the applicable requirements (see Appendix D to this Part) while holding the initial certificate.

b) Professional Development Certificates
The “professional development certificate” discussed in Section 21-2(c)(2)(H) of the School Code represents verification by a regionally accredited institution of
higher education that an individual has completed an organized program of study consisting of no fewer than 12 semester hours of graduate credit that may or may not be linked to pursuit of a specific graduate degree but is designed to lead to the individual’s acquisition of a specific set of skills or knowledge. The required evidence of completion for this “certificate” is a either a separate, identifiable document bearing the institution’s seal or a notation on the individual’s official transcript indicating that the “certificate” has been awarded.

c) Completion of NBPTS Process
An individual who wishes to qualify for a standard certificate by completing all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) shall maintain evidence that his or her name was included on the NBPTS’ composite list of those who have completed the certification process (as distinct from having received certification) during the time that he or she held the initial certificate.

d) Acquisition of Subsequent Certificate or Endorsement
An individual who wishes to qualify for a standard certificate by acquiring a subsequent certificate or endorsement shall maintain evidence that the certificate or endorsement was issued during the time that he or she held the initial certificate.

(Source: Added at __ Ill. Reg. _____, effective _____________)

Section 25.945 Procedural Requirements

a) In order to qualify for a standard teaching certificate, a holder of an initial teaching certificate shall choose one of the methods described in Section 25.905 of this Part. Prior to completing four years of teaching experience, he or she shall provide written notification of the method chosen to the local professional development committee (LPDC) established pursuant to Section 25.845 of this Part that is responsible for the type of certificate held or, if applicable, to the regional superintendent who is considered to be the LPDC for holders of standard certificates in similar employment pursuant to Section 25.815(a) of this Part.

b) The responsible LPDC shall respond within 60 days after receiving written notification from an individual as to whether the method he or she has chosen is acceptable as a means of qualifying for a standard teaching certificate. If the individual has chosen a method not in conformance with Section 21-2(e) of the
School Code and this Subpart K, the committee’s response shall inform the
individual of the nature of the method’s nonconformance so that he or she may
select a method that, upon successful completion, will contribute towards the
acquisition of a standard teaching certificate.

e) A person must complete his or her chosen requirement before the expiration of
his or her initial teaching certificate and must submit a statement of assurance,
using a format developed by the State Board of Education, that he or she has
done so to the responsible local professional development committee, if any, or to
the regional superintendent of schools, along with his or her application for a
standard certificate and the required evidence of having done so to the Local
Professional Development Committee. An LPDC shall review each assurance it
receives and, within 30 days after receipt shall forward the materials submitted
by the individual to the regional superintendent along with the LPDC’s
recommendation as to whether the person is eligible to receive a standard
teaching certificate. [105 ILCS 5/21-2(c)(5)] The required evidence of
completion shall be as specified in Sections 25.910, 25.915, 25.920, 25.925,
25.930, 25.935, and 25.940 of this Part, as applicable to the requirement chosen.

c) d) Within 30 days after receipt of a person’s statement of assurance, the regional
superintendent evidence of completion, the LPDC shall review the assurance and,
based upon compliance with all of the requirements for receipt of a standard
certificate, including the completion of four years of teaching, shall forward to
the State Board of Education his or her recommendation the evidence of
completion to the responsible regional superintendent of schools, along with the
LPDC’s recommendation, based on that evidence, as to whether the person is
eligible to receive a standard teaching certificate. Concurrently, the LPDC or
regional superintendent shall provide a copy of this recommendation to the
affected person if the recommendation is for non-issuance. [105 ILCS 5/21-
2(c)(5)]

e) Upon receipt of notification by the LPDC that a recommendation has been
forwarded to the regional superintendent, the certificate holder shall submit to the
regional superintendent his or her application for a standard certificate, along with
the fee required pursuant to Section 21-12 of the School Code [105 ILCS 5/21-
12].

f) The regional superintendent of schools shall review the evidence of completion
submitted by a person and, based upon compliance with all of the requirements
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for receipt of a standard teaching certificate, including the completion of four years of teaching, shall forward to the State Board of Education a recommendation for issuance or non-issuance. Concurrently, the regional superintendent shall notify the affected person of the recommendation forwarded. [105 ILCS 5/21-2(c)(5)] Using a format prescribed by the State Board of Education, the regional superintendent shall forward his or her recommendation regarding a particular individual, as well as the LPDC’s recommendation, within 30 days after receiving the LPDC’s recommendation regarding that person. The regional superintendent shall be responsible for retaining the evidence of completion submitted with respect to applicants for standard certification in accordance with the requirements of the Local Records Act [50 ILCS 205].

d) If the regional superintendent’s recommendation with regard to any person is to deny issuance of the standard teaching certificate:

1) the regional superintendent shall state his or her rationale for the recommendation;

2) the individual’s copy of the regional superintendent’s notification shall be sent by certified mail, return receipt requested; and

3) the regional superintendent shall return the application fee with the notification.

e) Within 14 days after receiving notice that a recommendation for non-issuance has been forwarded, the certificate-holder may appeal the recommendation to the RPDRC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and may include any supporting documentation the certificate-holder deems relevant.

f) Within 45 days after receiving an appeal, the RPDRC shall forward its recommendation to the State Board of Education, along with the RPDRC’s rationale for the recommendation and any supporting documentation. To assist it in arriving at its recommendation, the RPDRC may require the submission of additional information or may request that the certificate-holder appear before it.

g) Upon review of regional superintendents’ recommendations and any recommendations by RPDRCs, including any rationales provided pursuant to subsection (d)(1) or (f)(g)(h) of this Section, and the respective applications for
certification, the State Board of Education shall issue standard teaching certificates to those who qualify and shall notify in writing, via certified mail, return receipt requested, persons affected by the denial of standard teaching certificates. [105 ILCS 5/21-2(c)(5)] Each notification shall include a rationale for the State Board’s refusal to issue a standard certificate.

h) i) Within 14 days after receipt of notice that the State Board of Education has denied him or her a standard teaching certificate based on failure to meet the requirements of this Subpart K, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.

1) Each appeal shall state the reasons why the State Board’s decision should be reversed and shall be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:

State Teacher Certification Board
Secretary
100 North First Street
Springfield, Illinois 62777

B) No electronic or facsimile transmissions will be accepted.

C) Appeals postmarked later than 14 calendar days after receipt of notifications of denial will not be processed.

2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:

A) evidence that he or she has satisfactorily completed one of the options outlined in this Subpart K as a means of qualifying for the standard teaching certificate; and

B) any other relevant documents.

i) j) Upon receipt of an appeal, the State Teacher Certification Board shall request the
record of review from the State Superintendent of Education for consideration at its next available meeting. In reviewing the appeal, the Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:

1) the individual’s application for a standard certificate, along with his or her signed statement of assurance;

2) the rationale for the State Board’s refusal to issue a standard certificate;

3) the required available evidence of completion for the option chosen by the individual for fulfilling the requirements of this Subpart K;

4) the appeal form; and

5) any additional information submitted by the individual to support the appeal.

j) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days’ notice of the date, time, and place of the hearing shall be given to the affected individual.

k) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.

l) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding the issuance of a standard certificate by certified mail, return receipt requested, no later than 30 days after reaching a decision.

m) The decision of the State Teacher Certification Board regarding an appeal is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

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

Section 25.Appendix D Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances National Board and Master Certificates (Repealed)
Fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for acquisition of the standard teaching certificate after four years of teaching experience (see Section 25.905(g) of this Part) or as the basis for renewal of the standard or master teaching certificate (see Section 25.805(e) of this Part).

Group I – Requirements for “Current” Teachers

A teacher who received his or her first Illinois certificate on or before June 30, 2002, will be considered “highly qualified” with respect to each core academic area of assignment for which he or she holds a certificate that is valid for that assignment and:

a) has passed the relevant content-area test for the area of assignment, which may include the Elementary/Middle Grades Test as applicable (see Section 25.710 of this Part or, for special education teachers, the policies of the State Board of Education that are the subject of a federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.); or

b) has completed a major or coursework equivalent to a major; or

c) holds a graduate degree in a field directly related to the area of assignment; or

d) has been certified in a comparable field by the National Board for Professional Teaching Standards (NBPTS); or

e) holds an endorsement or the coursework that, prior to June 1, 2004, was considered the “minimum requirements” for the assignment under 23 Ill. Adm. Code 1.710, 1.720, 1.730, 1.735, or 1.740, or holds special education teaching approval, and either:

1) has five years’ teaching experience in the area of assignment; or

2) has accumulated 100 points based on completion of any combination of the following requirements, for which purpose special education shall be considered the “subject area” or the “area of teaching assignment”, as applicable.

A) Completion of semester hours of graduate or undergraduate credit in the subject area in addition to the number required for the endorsement: 10 points per semester hour.
B) Teaching experience, regardless of subject: five points per year, up to a maximum of 25 points.

C) Teaching experience in the subject area: 15 points per year, up to a maximum of 60 points.

D) Completion of professional development activities.

   i) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events, each at least three hours in length and directly related to the area of teaching assignment: 15 points per activity (no maximum).

   ii) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points, in accordance with Section 25.875(p)(2) of this Part.

   iii) Participation in a study group directly related to the area of teaching assignment: six or eight points, in accordance with Section 25.875(q) of this Part.

   iv) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points shall accrue in relation to contact hours as set forth in Section 25.875(s)(2) of this Part.

   v) Work experience directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience.

Group II – Requirements for “New” Teachers, by Area of Assignment

Elementary Grades (K-4) – General Education
A teacher in the elementary grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in core academic subjects in a self-contained classroom will be considered “highly qualified” if he or she:

a) holds an elementary (Type 03) certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test; or

b) holds an early childhood (Type 04) certificate and has passed the Early Childhood test (applicable only through Grade 3); or

c) holds a provisional early childhood (Type 04), elementary (Type 03), or special K-12 (Type 10) certificate that is based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the Early Childhood test, the Elementary/Middle Grades test, or another content-area test, as applicable, within nine months after receipt of the provisional certificate); or

d) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the content-area test applicable to that endorsement.

Middle Grades (5-8) – General Education

A teacher in the middle grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in any of the core academic subjects in a middle-grades setting, whether self-contained or departmentalized, will be considered “highly qualified” if he or she:

a) holds an elementary (Type 03) certificate and, for each core subject area of teaching responsibility in any of Grades 5-8:

1) has passed the relevant content-area test (which may include the Elementary/Middle Grades test); or

2) has completed a major or coursework equivalent to a major; or

3) holds a graduate degree in a field directly related to the area of assignment; or
4) has been certified in a comparable field by NBPTS; or

b) holds a secondary (Type 09) certificate and, for each core subject area of teaching responsibility in any of Grades 6-8:
   1) has passed the relevant content-area test, or
   2) has completed a major or coursework equivalent to a major, or
   3) holds a graduate degree in a field directly related to the area of assignment; or
   4) has been certified in a comparable field by NBPTS; or

c) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the relevant content-area test; or

d) holds a provisional elementary (Type 03), secondary (Type 09), or special K-12 (Type 10) certificate based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the Elementary/Middle Grades test or the other relevant content-area test for each area of teaching responsibility within nine months after receipt of the provisional certificate).

Secondary Grades (9-12) – General Education

A teacher in the secondary grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in any of the core academic subjects in a secondary setting will be considered “highly qualified” if he or she:

   a) holds a secondary (Type 09) certificate and, for each core subject area of teaching responsibility:
      1) has passed the relevant content-area test; or
      2) has completed a major or coursework equivalent to a major; or
      3) holds a graduate degree in a field directly related to the area of assignment; or
4) has been certified in a comparable field by NBPTS; or

b) holds an elementary (Type 03) certificate and, for each core subject area of teaching responsibility in Grade 9:
   1) has passed both the Elementary/Middle Grades test and the relevant content-area test, or
   2) has passed the Elementary/Middle Grades test and has completed a major or coursework equivalent to a major; or

c) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the relevant content-area test; or

d) holds a provisional elementary (Type 03, applicable only for Grade 9), secondary (Type 09), or special K-12 (Type 10) certificate based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the content-area test relevant to each core subject area of teaching responsibility within nine months after receipt of the provisional certificate).

Special Education – All Grade Levels

A teacher who has primary responsibility for providing direct content instruction in a core academic area in a special education program and who received his or her first Illinois certificate on or after July 1, 2002, will be considered “highly qualified” if he or she:

a) holds a special preschool-age 21 (Type 10) certificate, or an elementary (Type 03), early childhood (Type 04), or secondary (Type 09) certificate endorsed for a special education field, and has passed the content-area test relevant to the special education area of endorsement on that certificate; or

b) holds a provisional certificate with an endorsement in a special education field based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the relevant special education content-area test within nine months after receipt of the provisional certificate); or

c) holds an elementary (Type 03) or early childhood (Type 04) certificate with teaching approval in special education or short-term emergency certification in
special education, is serving in the elementary grades, and has passed the Elementary/Middle Grades test (or, through Grade 3, the Early Childhood test); or
d) holds a secondary (Type 09) or special K-12 (Type 10) certificate with teaching approval in special education or short-term emergency certification in special education, is serving outside the elementary grades, and
   1) has passed the content-area test applicable to the core academic subject area of the teaching assignment or the special education content-area test applicable to the students served; or
   2) has completed a major or the coursework equivalent to a major in the core academic subject area of the teaching assignment; or
   3) holds a graduate degree in a field directly related to the area of assignment; or
e) holds NBPTS certification in special education.

Bilingual Education; English as a Second Language (ESL)

A teacher who has primary responsibility for teaching content in any of the core academic subjects to students with limited proficiency in English in a bilingual education or ESL program will be considered highly qualified if he or she:

a) holds an early childhood (Type 04), elementary (Type 03), secondary (Type 09), special K-12 or preschool-age 21 (Type 10) certificate, as appropriate to the grade level of the teaching assignment; and

b) holds an approval or endorsement for bilingual education or ESL, as applicable; and

c) meets one of the following additional requirements for each core subject area of teaching responsibility:

   1) has passed the relevant content-area test; or
   2) has completed a major or coursework equivalent to a major; or
3) holds a graduate degree in a field directly related to the area of assignment; or

4) has been certified in a comparable field by NBPTS.

Group III – Requirements for Teachers in Special Circumstances

Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

a) holds a certificate applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or

b) holds a bachelor’s degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

Teachers Who Hold Alternative Certificates

A teacher who holds an alternative certificate (see Sections 21-5b and 21-5c of the School Code [105 ILCS 5/21-5b and 21-5c]) that was attained through completion of an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the certificate was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an alternative secondary certificate will be considered highly qualified if he or she has either passed the relevant content-area test or has completed a major or coursework equivalent to a major in that subject.

Teachers Who Hold Resident Teacher Certificates

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which
may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or has completed a major or coursework equivalent to a major in that area.

Teachers Who Hold Visiting International Teacher Certificates

A teacher who holds a visiting international teacher certificate (see Section 25.92 of this Part) will be considered highly qualified, provided that the certificate held is valid for the grade level or levels of his or her teaching assignment.

Vocational Education Teachers

A teacher in a vocational education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified if he or she holds a secondary (Type 09) certificate appropriately endorsed for the vocational area of assignment.

Teachers Who Hold Transitional Bilingual (Type 29) Certificates

A teacher who holds a transitional bilingual certificate and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she:

a) for each core subject area of teaching responsibility, has either:

1) passed the Elementary/Middle Grades test or the other relevant content-area test (if applicable, must pass the content-area test within nine months after receipt of the transitional bilingual certificate); or

2) completed a major or coursework equivalent to a major; and

b) participates in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A); and

c) is continuously enrolled in a program that will lead to the elementary, secondary, or special certificate.
NOTICE OF ADOPTED AMENDMENTS

(Source: Section repealed at 28 Ill. Reg. 8556, effective June 1, 2004; new Section added at __ Ill. Reg. _____, effective ______________)
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education (Interim)  
Jonathan Furr, General Counsel  
Ginger Reynolds, Assistant Superintendent (Interim), Teaching and Learning Services

Agenda Topic: Action Item: Rules for Initial Review – Student Records (Part 375)

Materials: Proposed Amendments

Staff Contact: Donna Luallen

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

Expected Outcome of Agenda Item
The Board will be asked to authorize staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information
P.A. 93-859, effective January 1, 2005, made the following changes in Section 2-3.13a of the School Code that necessitate amendments to the rules governing Student Records:

- requires the State Board of Education to establish by rule a system for tracking transfer students;
- requires a school or district to count a student who has withdrawn from that school or district as a dropout for purposes of its annual dropout calculation if the school or district does not receive documentation that the student has enrolled in another school within 150 days after the student withdraws; and
- allows a request for student records (academic transcripts or medical records) to be used as documentation of student enrollment.
**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Currently, Section 5 of both the Missing Children Records Act [325 ILCS 50/5] and Missing Children Registration Law [325 ILCS 55/5] requires that within 14 days of enrolling a transfer student, the school to which that student is transferring must request a certified copy of the student's records from his or her previous school. This requirement is also stated in the rules at Section 375.75(e). Therefore, a requirement already exists for all schools to request records of transfer students enrolling in their schools, thereby providing a mechanism for tracking transfer students to determine whether they have re-enrolled in another school or have dropped out.

In order to make this requirement more prominent, the proposed amendments move Section 375.75(e) to new subsection (b) and add language from the law pertaining to documentation of enrollment and determination of a student's dropout status.

These proposed amendments do not establish additional mandates on schools and districts. Instead, they rely on a mandate currently being imposed by the Missing Children Records Act and the Missing Children Registration Law. Since the effective date of the law is January 1, 2005, using a current mandate as the mechanism for tracking students will enable schools and districts to immediately comply with the provisions of the new law without having to wait for rulemaking to be completed.

**Superintendent’s Recommendation**

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

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

> Student Records (23 Illinois Administrative Code 375),

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

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
Section 375.75  Public and Nonpublic Schools: Transmission of Records for Transfer Students

a) This Section implements Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a], Section 5 of the Missing Children Records Act [325 ILCS 50/5] and Section 5 of the Missing Children Registration Law [325 ILCS 55/5]. This Section is applicable to all public, private or nonpublic elementary and secondary schools in the State of Illinois.
b) Within 14 days after enrolling a transfer student, an elementary or secondary school shall comply with the requirements of Section 5 of the Missing Children Records Act and Section 5 of the Missing Children Registration Law regarding the records of such transfer student. The transfer of the record by a public school is subject to the prior notice to parents required by Section 375.70(a) of this Part.

c) A request made pursuant to subsection (b) of this Section for a certified copy of a student’s record shall satisfy the requirement of Section 2-3.13a(c) of the School Code regarding documentation of enrollment of a transfer student (Section 2-3.13a(c) of the School Code).

d) If within 150 days after a student leaves a school, that school or school district has not received a request for the student’s record, or been presented with other documentation that the student has enrolled in another school, then the student shall be counted in the school’s or school district’s calculation of its annual dropout rate (Section 2-3.13a(c) of the School Code).

e) As used in this Section, "Unofficial Record of Student Grades" means written information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer. Such records shall also include the name and address of the school, the name of the student to whom the records pertain, the name and title of the school official transmitting the records, and the date of transmittal.

f) As used in this Section, "Official Transcript of Scholastic Records" means the formal record showing dates of enrollment, courses studied, grades, credits, and awards received, and bearing the signature and title of the certifying official, the seal of the school, if any, and the date of issue.

g) As used in this Section, "Certified Copy of Student's Record" means:

1) for public schools, the student's permanent and temporary record as defined in Section 375.10 of this Part; and

2) for private and nonpublic schools, the individual student information maintained by such schools for all of their students. Such information may include:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

B) Academic transcript, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations;

C) Attendance record;

D) Accident reports and health record;

E) Honors and awards received; and

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

h) Within 14 days after enrolling a transfer student, an elementary or secondary school shall comply with the requirements of Section 5 of the Missing Children Records Act and Section 5 of the Missing Children Registration Law regarding the records of such transfer student. The transfer of the record by a public school is subject to the prior notice to parents required by Section 375.70(a) of this Part.

i) If the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, the school may elect to include in the student's record transferred pursuant to this Section the unofficial record of the student's grades in lieu of the student's official transcript of scholastic records. If the school so elects, the school shall within 10 calendar days after the student has paid all of his or her unpaid fines or fees and at its own expense forward the student's official transcript of scholastic records to the student's new school.

j) If the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason, then the transferring school shall include with the transferred records:

1) the date and duration of the period of any current suspension or expulsion; and

2) whether the suspension or expulsion is for knowing possession in a school building or on school grounds a weapon as defined in the Gun
Free Schools Act (20 U.S.C. 8921 et seq.), for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or for battering a staff member of the school. (Section 2-3.13a of the School Code)

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education (Interim)
       Ginger Reynolds, Assistant Superintendent (Interim)
       Teaching and Learning Services
       Donna Luallen, Division Administrator, Accountability

Agenda Topic: Supplemental Educational Service Providers (SES)

Materials: SES Provider Demographic Information
          Standard and Techniques for Monitoring SES Providers as Approved
          June 2004

Staff Contact(s): Donna Luallen, Cheryl Bradley

Purpose of Agenda Item
Per the Board’s request, attached is information related to Supplemental Educational Service (SES) Providers. The attachments include demographic information and the standard and technique for monitoring as approved June 2004.

Expected Outcome(s) of Agenda Item
The expected outcome of this agenda item is to respond to the Board’s request for information related to SES provider demographic information and evaluation process.

Background Information
At the October 2004 meeting, members of the Board requested the following demographic information related to approved SES Providers:

<table>
<thead>
<tr>
<th>Total number of SES providers</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of providers indicating they can serve limited English proficient students</td>
<td>38</td>
</tr>
<tr>
<td>Number of providers indicating they can serve grades 9-12</td>
<td>42</td>
</tr>
<tr>
<td>Number of For Profit providers</td>
<td>39</td>
</tr>
<tr>
<td>Number of Not for Profit providers</td>
<td>11</td>
</tr>
<tr>
<td>Number of district providers</td>
<td>11</td>
</tr>
<tr>
<td>Number of college and university providers</td>
<td>3</td>
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<tr>
<td>Number of regional office of education providers</td>
<td>1</td>
</tr>
<tr>
<td>Number of minority-owned providers</td>
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</table>

Additionally, the Board requested information regarding the standard and techniques for monitoring SES Providers approved June 2004.
## SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

### DEMOGRAPHIC INFORMATION

<table>
<thead>
<tr>
<th>Entity</th>
<th>Type</th>
<th>Subject(s)</th>
<th>Grades</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>A + Education Centers</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>A + Tutoring Service, LTD</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Yes, with Translators</td>
</tr>
<tr>
<td>Achieve3000</td>
<td>For Profit</td>
<td>Reading</td>
<td>3-12</td>
<td>None</td>
</tr>
<tr>
<td>ATS Educational Consulting Services</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-8</td>
<td>Spanish</td>
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<tr>
<td>Babbage Net School, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>Brainfuse Online Instruction</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>3-12</td>
<td>Spanish, Korean, Russian</td>
</tr>
<tr>
<td>Breakthrough Urban Ministries</td>
<td>Not for Profit</td>
<td>Reading</td>
<td>1-8</td>
<td>None</td>
</tr>
<tr>
<td>Cambridge Educational Services</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>None</td>
</tr>
<tr>
<td>Chicago Charter School Foundation</td>
<td>Not for Profit</td>
<td>Reading, Math</td>
<td>1-8</td>
<td>None</td>
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<tr>
<td>Chicago School District 299</td>
<td>District</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish, Polish, ESL</td>
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<td>Cicero School District 99</td>
<td>District</td>
<td>Reading</td>
<td>1-8</td>
<td>Yes, Not Specified</td>
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<tr>
<td>ClubZ! In-Home Tutoring Services</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
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<td>Community Unit School District 200 (Wheaton)</td>
<td>District</td>
<td>Reading, Math</td>
<td>1-8</td>
<td>Spanish</td>
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<td>Community Unit School District 205 (Galesburg)</td>
<td>District</td>
<td>Reading, Math</td>
<td>1-5</td>
<td>None</td>
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<td>Community High School District 218</td>
<td>District</td>
<td>Reading, Math</td>
<td>9-12</td>
<td>Spanish</td>
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<tr>
<td>CS&amp;C, Inc.-Julex Learning</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-8</td>
<td>Spanish-Transitional</td>
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<td>Dolton West School District 148</td>
<td>District</td>
<td>Reading</td>
<td>1-8</td>
<td>Yes, Not Specified</td>
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<td>EdSolutions, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-8</td>
<td>Spanish</td>
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<td>Educational Enterprises</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
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<td>Educational Specialties, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>None</td>
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<td>Education Station, A Sylvan Partnership</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Immersion Program available to students of all language backgrounds</td>
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<td>Elim Christian Services</td>
<td>Not for Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>None</td>
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<tr>
<td>ETA/Cuisenaire</td>
<td>For Profit</td>
<td>Reading</td>
<td>1-5</td>
<td>Yes-Materials for LEP</td>
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<td>Failure Free Reading</td>
<td>For Profit</td>
<td>Reading</td>
<td>1-12</td>
<td>Spanish</td>
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<td>25.</td>
<td>Gateway Learning Center</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>26.</td>
<td>HOSTS Learning</td>
<td>For Profit</td>
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<td>1-12</td>
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<td>27.</td>
<td>Huntington Learning Centers, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>28.</td>
<td>I CAN Learn Education System</td>
<td>For Profit</td>
<td>Math</td>
<td>9-12</td>
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<td>29.</td>
<td>Institute for Community, Inc.</td>
<td>Not for Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>30.</td>
<td>Institute for Educational Partners (IEP)</td>
<td>Not for Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>31.</td>
<td>Kaplan, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>3-12</td>
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<td>32.</td>
<td>KnowledgePoints Learning Centers</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>33.</td>
<td>Kumon North America, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>34.</td>
<td>Lindamood-Bell Learning Processes</td>
<td>For Profit</td>
<td>Reading</td>
<td>1-12</td>
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<td>35.</td>
<td>Madison CUSD 12</td>
<td>District</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>36.</td>
<td>Madison County ROE</td>
<td>ROE</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>37.</td>
<td>Newton Learning</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-8</td>
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<td>38.</td>
<td>North Chicago School District 187</td>
<td>District</td>
<td>Reading</td>
<td>3-12</td>
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<td>39.</td>
<td>Northlake Children’s Learning Center, Inc.</td>
<td>Not for Profit</td>
<td>Reading</td>
<td>1-8</td>
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<td>One-to-One Learning Center</td>
<td>Not for Profit</td>
<td>Reading, Math</td>
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<td>41.</td>
<td>Platform Learning, Inc.</td>
<td>For Profit</td>
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<td>PLATO Learning</td>
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<td>1-8</td>
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<td>43.</td>
<td>Porter Education &amp; Communications, Inc. (PE&amp;C)</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
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<td>Positive Opportunities for Progress, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-8</td>
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<td>45.</td>
<td>The Princeton Review, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>3-12</td>
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<td>Progressive Learning</td>
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<td>3-12</td>
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<td>Project Success of Decatur/Macon County</td>
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<td>Reading, Math</td>
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<td>Reading Advantage</td>
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<td>Reading</td>
<td>1-12</td>
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<td>Reading in Motion</td>
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<td>1-6</td>
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<td>Richland Community College</td>
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<td>Reading</td>
<td>1-5</td>
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<td>51.</td>
<td>Rockford College Learning Resources Center</td>
<td>College</td>
<td>Reading, Math</td>
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<td>52.</td>
<td>Saluki Kids’ Academy-SIU</td>
<td>University</td>
<td>Reading</td>
<td>1-8</td>
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<td>School District U46 (Elgin)</td>
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<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>54. School Service Systems</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>55. Schultz Group Incorporated</td>
<td>For Profit</td>
<td>Reading</td>
<td>3-12</td>
<td>None</td>
</tr>
<tr>
<td>56. SCORE! Educational Centers, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>None</td>
</tr>
<tr>
<td>57. Socratic Learning, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>6-12, 3-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>58. Specialized Student Services</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>59. Springfield School District 186</td>
<td>District</td>
<td>Reading</td>
<td>1-5</td>
<td>None</td>
</tr>
<tr>
<td>60. Stanley Learning Systems, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>None</td>
</tr>
<tr>
<td>61. The Teachers Academy of Math &amp; Science</td>
<td>Not for Profit</td>
<td>Math</td>
<td>1-8</td>
<td>Spanish</td>
</tr>
<tr>
<td>62. Unparalleled Solutions, Inc.</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>63. West Harvey Dixmoor SD 147</td>
<td>District</td>
<td>Reading</td>
<td>1-8</td>
<td>Yes, Not Specified</td>
</tr>
<tr>
<td>64. Wicker Park Learning Center</td>
<td>For Profit</td>
<td>Reading, Math</td>
<td>1-12</td>
<td>Spanish</td>
</tr>
<tr>
<td>65. WSEC</td>
<td>Not for Profit</td>
<td>Reading</td>
<td>1-5</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Total number of SES providers: 65
Number of providers indicating they can serve limited English proficient students: 38
Number of providers indicating they can serve grades 9-12: 42
Number of For Profit providers: 39
Number of Not for Profit providers: 11
Number of district providers: 11
Number of college and university providers: 3
Number of regional office of education providers: 1
Number of minority-owned providers: unknown
Standard and Techniques for Monitoring the Quality and Effectiveness of SES Providers

Technique

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

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

School districts with schools required to offer Supplemental Educational Services will annually provide the ISBE with a completed Monitoring Supplemental Educational Service (SES) Providers form for each SES provider used by its school(s). It is expected that this form will be included at the ISBE Web Application Security (IWAS) website.

Standard

If for two consecutive years, 50% of the LEA agreements with an SES provider are terminated by districts in the state, the provider will be removed from the state’s list of approved supplemental educational service providers.
## Monitoring Supplemental Educational Service (SES) Providers

**District Name_______________________________________________________________________________________________________**

**SES Provider____________________________________________________________________ Total students served____________**

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

<table>
<thead>
<tr>
<th>Effectiveness of Services</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The district’s agreement with the SES provider was terminated because:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. student achievement goals described in the agreement were not met, and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. the timetable for meeting student achievement goals was not met.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quality of Services**

<table>
<thead>
<tr>
<th>Quality of Services</th>
<th>Explanation for “No” Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The provider’s instruction and content was linked with the academic programs a student experiences in the regular school day.</td>
<td></td>
</tr>
<tr>
<td>3. The provider communicated student progress to appropriate school staff.</td>
<td></td>
</tr>
<tr>
<td>4. The provider communicated student progress to parents in a format and language they can understand.</td>
<td></td>
</tr>
<tr>
<td>5. The provider successfully supplied uninterrupted services for the term of its agreement with the district.</td>
<td></td>
</tr>
<tr>
<td>6. The provider complied with all applicable federal, state, and local health, safety, employment and civil rights laws, e.g. fire inspections, criminal background checks, health examinations, etc.</td>
<td></td>
</tr>
<tr>
<td>7. The provider’s instruction and content were secular, neutral, and non-ideological.</td>
<td></td>
</tr>
<tr>
<td>8. Supplemental educational services were provided beyond the regular school day.</td>
<td></td>
</tr>
<tr>
<td>9. When necessary, supplemental educational services supported the implementation of students’ IEPs and were consistent with section 504 of the Rehabilitation Act of 1973.</td>
<td></td>
</tr>
</tbody>
</table>

Superintendent’s Signature___________________________________________________________________  Date _____________________
ILLINOIS STATE BOARD OF EDUCATION

LEGAL DEPARTMENT MEMORANDUM

To: Members of the State Board of Education

From: Jonathan Furr, General Counsel

Subject: Schedule for the Review of the Rules, Forms and Procedures of the State Board of Education

Date: November 8, 2004

Based upon the responses received from Division Administrators, I have developed the following schedule for implementation of the review of State Board of Education’s rules, forms and procedures. The “start dates” indicated below refer to the date the Division will begin Step I of the Internal/Advisory Committee Review process identified on the attached Procedural Outline.

1. November 2004 Start Date:
   - Funding and Disbursements Division:
     - Part 120, Pupil Transportation Reimbursement
     - Part 155, Electronic Transfer of Funds
     - Part 252, Driver Education
     - Part 275, Pupil Transportation
   - General Counsel/Legal:
     - Part 51, Dismissal of Tenured Teachers
     - Part 52, Dismissal of Tenured Teachers and Civil Service Employees Under Article 34
     - Part 475, Contested Cases and Other Formal Hearings
     - Part 480, Hearings Before the State Teacher Certification Board
     - Part 1100, Procurement by the State Board of Education (in consultation with Fiscal Services)
     - Part 5000, Public Information, Rulemaking and Organization
     - Part 5001, Access to Information of the State Board of Education Under the Freedom of Information Act

2. December 2004 Start Date:
   - School Business and Support Services Division:
     - Part 110, Program Accounting Manual
     - Part 125, Student Activity Funds and Convenience Accounts
     - Part 145, Temporary Relocation Expenses
     - Part 151, School Construction Program
- Part 180, Health/Life Safety Code for Public Schools
- Fiscal Services: Part 350, Secular Textbook Loan
- Early Childhood Division: Part 235, Preschool Educational and Coordinated Model Preschool Educational Programs

3. January 2005 Start Date:
- Nutrition Programs: Part 305, School Food Service
- Funding and Disbursements Division:
  - Part 130, Determining Special Education Per Capita Tuition
  - Part 140, Calculation of Excess Cost Under Section 18-3

4. February 2005 Start Date:
- Accountability Division:
  - Part 1, Public Schools Evaluation, Recognition and Supervision
  - Part 50, Evaluation of Certified School District Employees in Contractual Continued Service
  - Part 200, Sex Equity
  - Part 375, Student Records
  - Part 625, Health Examinations and Immunizations

5. March 2005 Start Date:
- English Learning Language Division: Part 228, Transitional Bilingual Education
- Curriculum and Instruction Division:
  - Part 251, Conservation Education
  - Part 253, Comprehensive Health Education
  - Part 260, Reading Improvement Plan
  - Part 575, School Technology Program

6. April 2005 Start Date:
- Accountability Division:
  - Part 201, Disadvantaged Students Funds Plan—Districts Between 1,000 and 50,000 ADA
  - Part 202, Disadvantaged Students Funds Plan—Districts over 50,000 ADA
  - Part 205, Truants' Alternative and Optional Education Programs
  - Part 215, Alternative Education Diplomas
  - Part 240, Alternative Learning Opportunities Program
  - Part 452, Public University Laboratory Schools
  - Part 525, Regional Office of Education and Intermediate Services
PROCEDURAL OUTLINE
Review of the State Board of Education Rules

Public Outreach Efforts

I. Review of suggestions received on lessredtape@isbe.net

II. Meeting with Governor’s Education Task Force

III. Meeting with local educators from throughout the State

Internal Review

These procedures assume that each division will perform its review of several sets of rules starting in the month chosen by the program manager. Some divisions will divide their rules into two groups to be started in different months, to accommodate the number of Parts involved. The steps shown below will occur for each set of rules, with several proceeding concurrently. The amount of time shown as needed for each step is an estimate.

I. Internal review by division staff; preparation of responses and suggestions (3 weeks)

II. Submission of division’s proposal; review of public comments; formulation as draft amendments (1 week)

III. Preliminary review by Legal (As quickly as possible, depending on complexity of suggested amendments)

IV. Distribution to external advisory committee or work group for review and comment (3 weeks)

V. Incorporation of external body’s comments; incorporation of any additional public comments received; preparation of rules and cover memo/summary for Board packet (1 week)

VI. Final clearance by Legal (1 week)

VII. Clearance through chain of command; Superintendent’s approval (1 week)

VIII. Initial review by State Board; initiation of formal rulemaking process (next available Board meeting)
Informational Item: Monthly Report on Status of Agency Rulemaking

Materials: Monthly Status Report

Staff Contact(s): Sally Vogl

Purpose of Informational Item
The purpose of this report is to keep the Board members informed of the progress of rulemaking items that have been initiated and the projected dates for initiation of rulemaking items that are under development now.

Background Information
None; background information on each item of rulemaking, including the reasons for the rulemaking and a discussion of any policy issues involved, will be presented at the time of the Board's initial review.

Superintendent’s Recommendation
None needed.
<table>
<thead>
<tr>
<th>Title and Part Number of Rules</th>
<th>Current Status</th>
<th>Action Needed This Month</th>
<th>Description/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification (Part 25)</td>
<td>Public comment period ended October 18; presented for adoption in this Board packet</td>
<td>Adoption</td>
<td>Numerous changes in response to P.A. 93-679 (certificate renewal for teachers and administrators; initial-to-standard; testing requirements for out-of-state applicants)</td>
</tr>
<tr>
<td>Gifted Education (Part 227)</td>
<td>Pending JCAR’s review on November 9</td>
<td>None</td>
<td>Repeal of entire Part in response to P.A. 93-21</td>
</tr>
<tr>
<td>Summer School for Gifted and Remedial Education (Part 230)</td>
<td>Pending JCAR’s review on November 9</td>
<td>None</td>
<td>Elimination of references to gifted students in response to P.A. 93-21</td>
</tr>
<tr>
<td>Regional Offices of Education and Intermediate Services (Part 525)</td>
<td>Pending JCAR’s review on November 9</td>
<td>None</td>
<td>Elimination of references to gifted students in response to P.A. 93-21</td>
</tr>
<tr>
<td>Driver Education (Part 252)</td>
<td>Pending JCAR’s review on November 9</td>
<td>None</td>
<td>Certification of claims for reimbursement; responds to P.A. 93-55</td>
</tr>
<tr>
<td>Americans with Disabilities Act Grievance Procedure (Part 1300)</td>
<td>Public comment period ended August 16; adoption pending review by new administration</td>
<td>None</td>
<td>Establishment of grievance procedure to comply with federal regulations under the ADA</td>
</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Emergency rules took effect September 27, 2004; public comment period on identical ordinary rules will end November 22</td>
<td>None</td>
<td>Restoration of provisional vocational certificate to grades 7-12; technical corrections regarding requirements for assignments in the middle grades and in career and technical education</td>
</tr>
<tr>
<td>Title and Part Number of Rules</td>
<td>Current Status</td>
<td>Action Needed This Month</td>
<td>Description/Comments</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Procurement by the State Board of Education (Part 1100)</td>
<td>Public comment period will end December 20</td>
<td>None</td>
<td>Changes in maximum suspension time for contractors and in maximum dollar figures for “small businesses”; responds to P.A. 93-77 and 93-769</td>
</tr>
<tr>
<td>Student Records (Part 375)</td>
<td>Presented for initial review in this Board packet</td>
<td>None</td>
<td>Tracking of transfer students or counting as drop-outs (responds to P.A. 93-859)</td>
</tr>
<tr>
<td>Charter Schools (Part 650)</td>
<td>Expect initial review in December</td>
<td>None</td>
<td>Provisions regarding the closure of charter schools</td>
</tr>
<tr>
<td>Nonpublic Special Education Facilities (Part 401)</td>
<td>Expect initial review in winter</td>
<td>None</td>
<td>Technical updating to conform to rules for special education (Part 226)</td>
</tr>
<tr>
<td>Public Schools Evaluation, Recognition and Supervision (Part 1)</td>
<td>Expect initial review in winter</td>
<td>None</td>
<td>Accountability-related amendments under P.A. 93-470 and NCLB</td>
</tr>
<tr>
<td>Vocational Education (Part 254)</td>
<td>Expect initial review in late winter</td>
<td>None</td>
<td>Comprehensive updating</td>
</tr>
<tr>
<td>Program Accounting Manual (Part 110)</td>
<td>Expect initial review after Auditor General conducts corresponding rulemaking</td>
<td>None</td>
<td>Responds to P.A. 92-544; transfer of responsibility for ROE audits</td>
</tr>
</tbody>
</table>
TO: Illinois State Board of Education
FROM: Randy Dunn, State Superintendent (Interim)
        Dave McDermott, Division Administrator Budget & Financial Management

Information Item: Finance, Audit and Agency Operations Status

Materials: Appropriations and Spending by Program
Financial Status Report (contract & grant detail)
$1M Contracts (no contracts for the Board to review)
Monthly Headcount Graph
Staff Detail
Personnel Transactions

Staff Contact(s): Dave McDermott and Don Evans

Purpose of Agenda Item
To provide the Board standard reports with key information on fiscal and administrative activities of the state Agency.

Expected Outcome(s) of Agenda Item
The board will receive and approve baseline data from a series of reports on fiscal and administrative activities which provide one basis for gauging Agency progress over time.

Background Information
In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. The Superintendent requested that the Agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision making.

Currently the following Reports are provided or are being developed.

1. Budget/Annual Report (annually in January)
2. Condition of Public Education (December)
3. Comptroller SEA Report (annually in February)
4. Appropriation and Expenditure (monthly)
5. Financial Status Report – Contract/Grant Detail (monthly)
6. Business Plans at the Director Level (quarterly)
7. Headcount Reports (monthly)
   Personnel Transactions, Staff Detail by Division, & Monthly Headcount Graph
Analysis and Implications for Policy, Budget, Legislative Action and Communications

Beginning in November 2003 the Superintendent began providing the Board with an “Accomplishments and Planning Report” each November, March, and July. The report will detail Agency accomplishments that occurred over the previous four months as well as the activities that are planned for the next four months. For example, the November 2003 report identified accomplishments for the period July 2003 through October 2003 and identified activities to occur for the period November 2003 through February 2004.

The first and third reports have been provided for several years. These provide an overview of the elementary and secondary education system, the Board Goals, and the programs operated by the Agency. This year the Condition of Public Education document was added to review the status of the elementary and secondary education system in Illinois. It is a precursor to the Annual Report/Budget Book document and much of it is incorporated into that document. It is intended to layout the current situation and challenges in Illinois and outline options for policy and program activities to improve the current situation in the future.

The Monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These provide information regarding staffing and funding as well as details of contracts over $50 thousand and grants the Agency is processing.

Agency Business Plans were first implemented in FY01 to help the Board and Management provide context to the larger education system and the Board Goals and to walk between these and the detailed funding information at the Division level.

The Board specifically approves all proposed contracts over $1M prior to the issuance of an RFP. This month there are no such proposed contracts.

Superintendent’s Recommendation

The Superintendent recommends that the Board accepts and approves these monthly reports.

Next Steps

Continue to provide these reports pursuant to the schedule above.
<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Appropriation Total</th>
<th>Appropriation Grants</th>
<th>Appropriation Admin</th>
<th>YTD Expenditures Total</th>
<th>YTD Expenditures Grants</th>
<th>YTD Expenditures Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Grants</td>
<td>$5,219,173.8</td>
<td>$5,219,173.8</td>
<td>$0.0</td>
<td>$1,350,135.6</td>
<td>$1,350,135.6</td>
<td>$0.0</td>
</tr>
<tr>
<td>General State Aid</td>
<td>$3,682,201.2</td>
<td>$3,682,201.2</td>
<td>$0.0</td>
<td>$939,644.0</td>
<td>$939,644.0</td>
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</tr>
<tr>
<td>General State Aid-Supplemental/Hold Harmless</td>
<td>$30,129.8</td>
<td>$30,129.8</td>
<td>$0.0</td>
<td>$21,644.0</td>
<td>$21,644.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Fast Growth Districts</td>
<td>$10,000.0</td>
<td>$10,000.0</td>
<td>$0.0</td>
<td>$10,000.0</td>
<td>$10,000.0</td>
<td>$0.0</td>
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<tr>
<td>Transition Assistance</td>
<td>$7,700.0</td>
<td>$7,700.0</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>School Safety &amp; Education Block Grant (ADA)</td>
<td>$54,841.0</td>
<td>$54,841.0</td>
<td>$0.0</td>
<td>$27,420.5</td>
<td>$27,420.5</td>
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<tr>
<td>Illinois Charter Schools</td>
<td>$3,421.5</td>
<td>$3,421.5</td>
<td>$0.0</td>
<td>$857.5</td>
<td>$857.5</td>
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</tr>
<tr>
<td>District Consolidation Cost</td>
<td>$1,678.8</td>
<td>$1,678.8</td>
<td>$0.0</td>
<td>$1,538.8</td>
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<tr>
<td>School Breakfast Incentive Program</td>
<td>$723.5</td>
<td>$723.5</td>
<td>$0.0</td>
<td>$36.3</td>
<td>$36.3</td>
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</tr>
<tr>
<td>Textbook Loan Program</td>
<td>$29,126.5</td>
<td>$29,126.5</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Mandated Categoricals</td>
<td>$1,399,351.5</td>
<td>$1,399,351.5</td>
<td>$0.0</td>
<td>$348,994.5</td>
<td>$348,994.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>Illinois Free Lunch/Breakfast</td>
<td>$20,500.0</td>
<td>$20,500.0</td>
<td>$0.0</td>
<td>$11,307.8</td>
<td>$11,307.8</td>
<td>$0.0</td>
</tr>
<tr>
<td>Orphanage Tuition 18-3 (Reg Ed)</td>
<td>$17,400.0</td>
<td>$17,400.0</td>
<td>$0.0</td>
<td>$7,668.5</td>
<td>$7,668.5</td>
<td>$0.0</td>
</tr>
<tr>
<td>Sp-Ed - Extraordinary Services</td>
<td>$243,048.0</td>
<td>$243,048.0</td>
<td>$0.0</td>
<td>$43,019.5</td>
<td>$43,019.5</td>
<td>$0.0</td>
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<tr>
<td>Sp-Ed - Orphanage Tuition 14-7.03</td>
<td>$106,100.0</td>
<td>$106,100.0</td>
<td>$0.0</td>
<td>$41,620.3</td>
<td>$41,620.3</td>
<td>$0.0</td>
</tr>
<tr>
<td>Sp-Ed - Personnel Reimbursement</td>
<td>$360,000.0</td>
<td>$360,000.0</td>
<td>$0.0</td>
<td>$77,238.7</td>
<td>$77,238.7</td>
<td>$0.0</td>
</tr>
<tr>
<td>Sp-Ed - Private Tuition</td>
<td>$66,811.5</td>
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<td>$0.0</td>
<td>$40,904.8</td>
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<tr>
<td>Sp-Ed - Summer School</td>
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<td>$0.0</td>
<td>$3,678.5</td>
<td>$3,678.5</td>
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<tr>
<td>Sp-Ed - Transportation</td>
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<td>$317,100.0</td>
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<td>$50,496.2</td>
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<tr>
<td>Transportation - Regular/Vocational</td>
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<td>$261,630.0</td>
<td>$0.0</td>
<td>$73,060.2</td>
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<tr>
<td>Standards - Assessment &amp; Accountability</td>
<td>$3,552.7</td>
<td>$3,552.7</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
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<tr>
<td>Ensuring Quality Ed Personnel</td>
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<td>$0.0</td>
<td>$59.0</td>
<td>$59.0</td>
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<tr>
<td>Teacher Education/NBPTS</td>
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<td>$4,740.0</td>
<td>$0.0</td>
<td>$59.0</td>
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<tr>
<td>Teach America</td>
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<td>$450.0</td>
<td>$0.0</td>
<td>$0.0</td>
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<tr>
<td>Teachers Academy for Math &amp; Science</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$0.0</td>
<td>$0.0</td>
<td>$0.0</td>
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<tr>
<td>Reading Improvement Block Grant</td>
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<tr>
<td>Early Childhood</td>
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## ILLINOIS STATE BOARD OF EDUCATION
### FINANCIAL STATUS REPORT - 07/01/04 THROUGH 10/31/2004

<table>
<thead>
<tr>
<th>Description</th>
<th>Approp Amount</th>
<th>Expended Year to Date</th>
<th>% Spent Year to Date</th>
<th>October Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services and Related</td>
<td>41,833.3</td>
<td>12,676.7</td>
<td>30.3%</td>
<td>3,145.9</td>
<td>Salaries &amp; Benefits</td>
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<tr>
<td>Contractual Services</td>
<td>66,033.1</td>
<td>4,143.9</td>
<td>6.3%</td>
<td>451.8</td>
<td>Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees</td>
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<tr>
<td>Travel</td>
<td>2,253.5</td>
<td>258.6</td>
<td>11.5%</td>
<td>92.0</td>
<td>Staff Travel</td>
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<td>Commodities</td>
<td>608.7</td>
<td>34.3</td>
<td>5.6%</td>
<td>14.2</td>
<td>Supplies; Books</td>
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<tr>
<td>Printing</td>
<td>877.3</td>
<td>6.8</td>
<td>0.8%</td>
<td>0.5</td>
<td>Agency Printing</td>
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<tr>
<td>Equipment</td>
<td>548.4</td>
<td>8.3</td>
<td>1.5%</td>
<td>3.1</td>
<td>Computers; Printers; Furniture</td>
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<tr>
<td>Telecommunications</td>
<td>1,300.3</td>
<td>17.5</td>
<td>1.3%</td>
<td>3.2</td>
<td>Telecommunications Expenses</td>
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<tr>
<td>Auto Operations</td>
<td>11.8</td>
<td>2.2</td>
<td>18.7%</td>
<td>1.1</td>
<td>Operation of Agency Autos</td>
</tr>
<tr>
<td>Grants</td>
<td>7,943,653.3</td>
<td>1,867,946.2</td>
<td>23.5%</td>
<td>552,167.5</td>
<td>See Detail Below</td>
</tr>
</tbody>
</table>

### Agency Contracts Breakdown:

#### General Counsel/Legal

**41 - Impartial Hearing Officers**
- GRF: 24.2 | 11.1 | 45.9% | 0.3 | Teacher Dismissal Hearing Officers
- Laner, Muchin, Dombrow, Becker, LTD: 105.0 | 40.4 | 38.5% | 22.6 | Professional confidential counseling for ISBE - contract
- Franczek, Sullivan PC: 50.0 | 0.0 | 0.0% | 0.0 | Attorney General's Office appointed Res Vazquez to continue as Legal Counsel for the ongoing implementation and monitoring of the Corey H. consent decree

#### Data Systems

**Viva USA, Inc.**
- GRF: 200.0 | 72.4 | 36.2% | 34.9 | Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
- Federal: 280.2 | 11.5 | 4.1% | 0.0 |
- Ashbaugh & Associates, Inc.
  - Other State: 120.0 | 23.9 | 19.9% | 0.0 |
- E-Technology Inc.
  - GRF: 55.1 | 23.9 | 43.4% | 7.9 |
  - Federal: 60.0 | 0.0 | 0.0% | 0.0 |
- The Innovation Group
  - GRF: 157.7 | 0.0 | 0.0% | 0.0 |
  - Federal: 157.7 | 116.8 | 74.1% | 0.0 | E-Grants System
<table>
<thead>
<tr>
<th>Funded Amount</th>
<th>Expended Amount</th>
<th>% Spent Year to Date</th>
<th>October Expenditures</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IBM</strong></td>
<td></td>
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</tr>
<tr>
<td>GRF</td>
<td>1,095.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>Development of Statewide Student Information System</td>
</tr>
<tr>
<td>Federal</td>
<td>1,085.0</td>
<td>1,055.0</td>
<td>97.2%</td>
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<tr>
<td><strong>Data-Core Systems Inc.</strong></td>
<td></td>
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</tr>
<tr>
<td>Federal</td>
<td>129.0</td>
<td>23.9</td>
<td>18.5%</td>
<td>Enhancements and support for the child nutrition system application</td>
</tr>
<tr>
<td><strong>Data-Core Systems Inc.</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>104.6</td>
<td>36.3</td>
<td>34.7%</td>
<td>Continued enhancements and support of the CERTS System</td>
</tr>
<tr>
<td><strong>Data Analysis &amp; Progress Reporting</strong></td>
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<td></td>
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</tr>
<tr>
<td>Deloitte Consulting</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Federal</td>
<td>70.9</td>
<td>17.7</td>
<td>25.0%</td>
<td>Revamp the School Report Card into a web-based interactive system</td>
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<td>Northern Illinois University</td>
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<tr>
<td>Federal</td>
<td>220.5</td>
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<td>0.0%</td>
<td>A &quot;live data&quot; website for an Illinois Interactive Report Card</td>
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<td><strong>Governmental Relations</strong></td>
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<td>Barbour Griffith &amp; Rogers, Inc.</td>
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<tr>
<td>GRF</td>
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<td>56.1</td>
<td>43.5%</td>
<td>Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03</td>
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<td><strong>Curriculum &amp; Instruction</strong></td>
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<td>Illinois State University</td>
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<tr>
<td>Federal</td>
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<td>HIV Prevention Education</td>
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<td>University of Illinois</td>
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<tr>
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<td>Evaluation of Illinois Reading First</td>
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<td>17 Hearing Officers</td>
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<td>425.1</td>
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<td>Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code</td>
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<td>17 Mediation Agreements</td>
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<tr>
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<td>12.2</td>
<td>14.4%</td>
<td>IDEA mandates ISBE to offer mediation services - 19 Contracts @ $5,000</td>
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<td>Marucco, Stoddard, Ferenbach &amp; Walsh, Inc.</td>
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<tr>
<td>Federal</td>
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<td>ISBE’s Illinois Continuous Improvement Plan per Grant Specs</td>
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<td>25.1%</td>
<td>Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois</td>
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<td><strong>New Learning Opportunities</strong></td>
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<td>Sangamon County ROE</td>
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<td>Fiscal Agent for Cook County GED Testing Program</td>
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<td>40.6%</td>
<td>Collecting GED Data that is loaded into the International Database Stand-alone scoring for Cook County GED Testing Program</td>
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11/10/2004
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<th>October Expenditures</th>
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<td><strong>NCS Pearson, Inc.</strong></td>
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<td>Printing, testing and scoring of ISAT tests for students in grades 3, 5 &amp; 8</td>
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<td><strong>Xerox Corporation</strong></td>
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11/10/2004

H-5.c October Financial Statement

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<th>October expenditures</th>
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<td><strong>121</strong></td>
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<td><strong>8%</strong></td>
<td><strong>68%</strong></td>
<td><strong>24%</strong></td>
<td><strong>51%</strong></td>
<td><strong>49%</strong></td>
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### Personnel Transactions

#### Transaction Data:

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<td>522</td>
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<td>471</td>
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* Through October