**AGENDA**

1. Public Participation

2. Minutes of the January Governmental Relations Committee Meeting (pp. 2-6)

3. Legislative Update (Nicole Wills, Josh Jacobs) (p. 7)


5. Legislative SAELP Recommendations on Principalship (pp. 8-40)  
   (Dr. Norm Durflinger & Dr. Erika Hunt, SAELP Project, Brian Schwartz, Acting Executive Director, Illinois Principals Association)

6. State Board Legislative Breakfast (Nicole Wills, Josh Jacobs) (p. 41)

7. Additional Items

* Items listed with an asterisk (*) will be discussed in committee and action may be taken in the plenary session.
GOVERNMENTAL RELATIONS COMMITTEE
January 18, 2005
Springfield, Illinois

Committee Members Present
Brenda Holmes, Chair
Chris Ward
Jesse Ruiz
Dean Clark

Other Board Members
N/A

Staff Present
Randy Dunn
Mark Kolaz
Nicole Wills
Josh Jacobs
Jon Furr

Committee Members Absent
Darrell Morrison, IEA
Laura Arterburn - IFT
Peg Agnos, LEND/SCOPE
Dave Bennet, IPA
Jean Ladage
Robin Miller, LUDA
Elliot Regenstein, Governor’s Office
Agnes Nunn, Springfield School District 186

Others Present
Winnie Tuthill
Chris Koch
Darren Reisberg

1. PUBLIC PARTICIPATION:
The Chair stated that she intended to have public participation take place during the appropriate agenda item. (The public participation testimony can be found under each agenda item).

2. Information Item
The committee notes were made apart of the record. Chris Ward moved we adopt the minutes from the December committee and Jesse Ruiz seconded the motion.

3. CUMULATIVE WAIVER REPORT
Winnie Tuthill gave a brief overview of the Annual Cumulative Waiver report. The report made two legislative recommendations to the General Assembly regarding school holidays and raising the driver’s education fee. With regards to the driver’s education fee recommendation, Winnie stated that in the new batch of waivers received, there was an application request to raise the fee limit to $700.00. Winnie also stated that staff will communicate the information Representative Roger Eddy requested on waivers that are continuously approved and not approved by the General Assembly.

Motion to forward the report as written to the full board by Dean Clark and seconded by Jesse Ruiz.

4. 2001 POLICY STATEMENT REGARDING PHYSICAL DEVELOPMENT AND HEALTH
Brenda Holmes stated that the Board has discussed the physical education waiver policy of 2001 because the General Assembly had made changes to the assessment section of the School Code so as to no longer include physical education and health in the ISAT. On December 10th, Elliot Regenstein from the Governor’s office called a meeting to discuss physical education waivers and possible suggestions to revise the policy in order to not increase the number of waivers but provide flexibility for districts.

Since a consensus suggestion was not reached at the meeting, Brenda Holmes suggested that the Board hold the discussion of this policy in abeyance for six months to give the groups attending the meeting an opportunity to forward suggestions for the policy. She suggested that the groups had six months to present the Board with a proposal and the Board would take up this initiative again in June. The committee unanimously hold off on this topic until June.

5. SCHOOL DISTRICT REORGANIZATION LEGISLATIVE INITIATIVE
Public Participation: Guy Banicki, Superintendent of Catlin CUSD 45; Jeff Fauver, Board President of Catlin CUSD 45, Mark Janesky and Ron Metzger of Jamaica CUSD 12 and Kevin Forney from Oakwood Unit School District 76 presented before the committee regarding the Reorganization/Consolidation legislation. Board President, Jeff Fauver stated that the group would like cooperative high schools to be included as a part of the new reorganization legislation. Cooperative high schools are allowed under state statute and eligible for construction funds. They believe that cooperative high schools will save on education cost for grades 9-12, that high school education in rural school districts will improve and assist more voluntary consolidation. The group is also in favor of cooperative high schools because not all high
schools are willing to give up local control. These three districts looked at a consolidation in 1991 and it failed 3:1. They believe that if a vote for consolidation were to be held today that it would also fail. They are also in favor of cooperative high schools having the same incentives as other types of reorganizations. There are two House bills right now that would allow cooperative high schools to receive incentive monies (HB 4235 & HB 4365). Additionally, the group believes that allowing a cooperative high school, will help lead to a consolidation later on down the road. Most often consolidations happen when districts are in dire straits. In small towns, schools help form community identity. Under the cooperative high school, grade schools can be maintained, but high school students can be better prepared for a global market place.

Jon Furr stated that even though cooperative cooperative high schools are not in Article 11E. It is still included in Article 10. Not all reorganization types are included in Article 11Es the ones that aren’t included, which are deactivations, cooperative high schools and the boundary changes, will still remain an option for local school districts. Additionally, incentives are not addressed or changed in this legislation.

Public Participation: Elliot Regenstein from the Governor’s Office stated that the Governor’s philosophy is in line with keeping the options open for cooperative high schools. From the Governor’s Office standpoint, they have worked with a number of constituencies to make sure the legislation has been looked at and reviewed. He stated that the Governor’s Office commitment is to work with any groups with concerns.

Public Participation: Peg Agnos, representing LEND and SCOPE, stated that some of her practitioners have had concerns regarding tax rates and financial aspects of the legislation. The districts she represents are predominately dual districts under tax caps. They still have some questions around authorized rates (actual as opposed to not) and how will assessors look at new rate structures, especially in communities where there may be multiple rates.

Jon Furr, Lou Ferratier, Michelle Heninger, Renee Vilatte and Deb Vespa explained that the goal of the reorganization/consolidation legislation is to add greater flexibility to the consolidation/reorganization process, as well as make it more efficient. All options that are presented in the language are voluntary and none of the new reorganization options will raise taxes without a separate referendum. The final goal for this legislation was to consolidate most the articles for consolidations/reorganizations into one article. The Governor’s Commission on Revising the School Code had made this recommendation in 2003.

Jon Furr stated that Illinois is second only to Texas in number of school districts. Two hundred school districts in Illinois are single-school districts. According to the Chicago Tribune, these figures equate to one district for every 2,334 students. This figure makes Illinois the second lowest ratio of 14 states with school populations over 1 million (New Jersey is the only state of the fourteen with a smaller ratio of students per district (1:2,287); Florida has the highest ratio (1:37,709)). Additionally, consolidations and reorganizations can reduce administrative costs, increase the amount of curriculum choices and encourage more curricular alignment. This will also help as the No Child Left Behind Act advances and we are faced with district restructuring and corrective action.

In current law, there are provisions for deactivations, cooperative high schools and dissolutions or detachments. The legislative proposal does not eliminate any of the current options. It only seeks to provide additional options. Jon Furr also explained small unit district conversions (Article 7A), multi-district conversions (Article 11D), unit District formation (Article 11A) and combined school districts (Article 11B).

The reorganization/consolidation proposal creates a new Article in the School Code and provides more options for voluntary reorganizations by eliminating the minimum EAV and population requirements for the formation of unit districts and it authorizes elementary districts within the same high school district to consolidation even if they are not contiguous. The proposal provides for a transition to unit district tax rates. Under current law, elementary and high school districts must go through the referendum process and can exceed the maximum rate. However, unit districts cannot exceed the maximum rate. This proposal would create a stair-step mechanism to reduce the maximum tax levy gradually over time. In the third year, any rate that exceeds the maximum rate for unit districts would be decreased by 10% until it reaches the maximum rate for unit districts.
An optional elementary unit district could also be created. This would be a unit district formed from a high school district and any elementary district that has approved consolidation. This provision would provide that within five years of the new unit district being formed, voters of a district that chose not to consolidate at the time can vote to join the unit district.

Dean Clark asked what would happen if a district with the lowest tax rate decided not to participate in the consolidation at first but later down the road opted in. Jon Furr stated that when voters go out to the polls on this issue they must have a sense of where their tax rates might end up. When they go to vote, the lowest and highest tax rates of all those districts voting would be used to determine the ultimate tax rate. This would continue to be the case even if the district with the lowest tax rate opts not to join in the newly consolidated district. This must be the case otherwise there would be too many potential tax rates and the provisions wouldn’t be workable.

A combined high school unit district is also an option and would allow a high school district to combine with a unit district. Both districts must be contiguous. Feeder elementary districts do not have to join, but can later opt-in through approval of the voters within that elementary district.

Overall, this legislation combines the separate statutes and articles that deal with reorganization and standardizes the requirements for resident signatures or board approval of petitions for all types of reorganizations. The hearing requirements and review and approval by the ROE are the same for all types of reorganizations. This legislation also addresses PTELL requirements and makes requirements consistent for all types of reorganizations. Finally, this proposal does not eliminate or alter in any way existing reorganization options not included in Article 11E (cooperative high school, deactivation, dissolution or annexation). It also does not eliminate or make substantial changes to existing reorganization options included within Article 11E.

Dean Clark asked if there is a provision in the legislation for two districts from different counties, one under tax caps and one not. Elliot Regenstein stated that in the initial vote; no one’s tax rate can increase without a separate referendum. It is likely where you have feeder elementary districts that all have similar tax rates and this will not be a big issue. There will be some places where if a tax rate is out of line with another one tax rate it will create an issue. This is a state framework in which local districts operate. The Governor’s Office would encourage and are going to advocate for this year increasing the amount of money in the budget for districts to study the possibility of reorganization.

Lou Ferratier responded to Brenda Holmes’ question as to why it was necessary to mention PTELL in the School Code when before this time it had only been in the Tax Code. Lou stated that they needed the definitive link to the specific language to avoid challenges. Brenda Holmes also asked what the rationalization was for not keeping the separate articles. Deb Vespa explained that it helps streamline the School Code. School districts have various questions regarding the different options and having these provisions in the same Section makes the information easier to understand.

The Chair suggested reaching out to the ROE’s, the bond houses and county clerks with the proposed legislation.

Board members concurred to support the concept moving forward.

6. ISBE LEGISLATIVE PROPOSALS AND GENERAL ASSEMBLY LEGISLATIVE UPDATE

Public Participation: Dave Bennett, Executive Director for the Illinois Press Association presented on the Less Red Tape Initiative. The IPA is concerned about the provision that would remove the requirement for the Statement of Affairs to be published in the newspaper. He stated that newspapers throughout Illinois spend millions of millions of dollars a year writing stories about school programs, sports and school boards. Newspapers are not involved in covering schools just for money. The law requires the government to be accountable to the general public in terms of how their tax dollars are spent. Historically this information has been published in newspapers by making it available to the local citizens. Whether citizens read them these specific sections of the paper are up to them, but both state and local government have to disclose information about spending. It is important philosophically for all schools to maintain this independent process whereby they keep the citizens informed on how their money is spent. Brenda Holmes asked Mr. Bennet if the IPA would support that the provision with the information available on the State Board website. Mr. Bennet stated that the reason a third party vehicle has been
used is that there isn’t a connection between the publisher of the information and the published information. This purpose is to prevent any tampering with numbers.

Public Participation: Agnes Nunn from Springfield School District 186 presented in favor of the Less Red Tape provision concerning the Statement of Affairs. She stated that last year Springfield District 186 spent $5,200 to publish the Statement of Affairs. In 1999 the cost per line to publish the Statement of Affairs was $.75 per line but in 2005 it was $.89 cents per line. The Chair asked Ms. Nun to respond to Mr. Bennet’s remarks that the newspapers are an independent provider of the information. Ms. Nun stated that she didn’t agree with his statement because the newspaper is not generating or checking the information. It is simply publishing what the district has given it.

Nicole Wills stated that the General Assembly had upcoming deadlines for bill introductions. The Senate deadline for introduction of bill is Friday, January 20th and the House deadline is the following Friday, January 27th.

Regarding ISBE’s legislative proposals, Senator Shadid will be sponsoring the reorganization bill (SB 2795) and Senator del Valle will sponsor the due process initiative (SB 2796). The Less Red Tape initiative does not have a sponsor at the time of the meeting and the information will be sent out to Board members later on. Out of the other legislative proposals from ISBE staff, the school breakfast bill was filed by Senator del Valle as SB SB2336.

Other legislation introduced by members of the General Assembly that should be particularly noted include:
- HB 4401 and HB 4784 would allow counselors and psychologists respectively that have achieved National Board certification to receive a Master’s certificate and be eligible for the $3,000 stipend.
- Representative Kosel introduce HB 4310 that would require school board members to go through certain training and take an oath of office, but the legislation was held in committee to try to work out an amendment with concerned parties.
- HB 1577 would create a voucher program for the City of Chicago that would be administered by the State Board.
- HB 4325 would allow cooperative high schools to receive the same supplementary state aid incentives that all new districts receive.
- HB 4399, introduced by Representative Churchill, would require a district to spend at least 65% of the total operating expenditures on direct classroom expenditures. This is an initiative that is sweeping across the country, however, there are some questions as to what the definition of direct classroom expenditures
- HB 4421 would expand the definition of serious safety hazards (which would open these areas for reimbursement to transportation costs) to include gangs and violent activity. The IL Department of Transportation would still determine safety hazards for vehicular traffic, but the State Board would be required to determine what constitutes serious safety hazards for gang and violent activity.
- Representative McCarthy has a bill that would remove the requirement for the Statement of Affairs to be published in the local newspaper (HB 4614)
- HB 4740 makes changes to the Grown Your Own Teacher Act. SB 2235 is the twin bill.
- HB 4343 would require all districts with grades 6 through 8 to provide instruction in parenting education.
- SB 2167 from Senator Althoff amends the State Mandates Act so that when the General Assembly passes legislation that would impact school districts and contains a provision that says that the legislation is not reimbursable by the State, then the bill must be passed by a vote of three-fifths of the General Assembly.
- SB 2346 removes the requirement that schools must hold a hearing for waivers on a separate day.

7. STATE BOARD LEGISLATIVE BREAKFAST
Board members decided to hold the Legislative Breakfast in a conference room at the Stratton Building so that it would be convenient for legislators to attend.

Nicole Wills presented several catering options for the Committee’s consideration and a list of invitees from previous years. A discussion ensued regarding how the Breakfast would be paid for. Superintendent Dunn stated that he would do some checking and work on the issue from his end.

It was decided at the end of the committee that Nicole Wills and the Chair of the committee would work together to plan the details of the breakfast and dialogue with the Board through the process.

8. **ADJOURN:** The Governmental Relations Committee meeting adjourned at 5:15 p.m.
TO: Governmental Relations Committee

FROM: Nicole Wills, Governmental Relations Staff
      Josh Jacobs, Governmental Relations Staff

Agenda Topic: Legislative Update

Materials: Materials are not available at the time of print for inclusion in the Board packet, but will be transmitted to the Board as supplemental items.

Staff Contacts: Nicole Wills, Liaison, Governmental Relations Division
               Josh Jacobs, Liaison, Governmental Relations Division

Purpose(s) of Agenda Item
To inform Board members about the status of ISBE legislative proposals and education-related legislation introduced by members of the General Assembly.

Expected Outcome(s) of Agenda Item
This item is for discussion purposes only.

Next Steps:
No action will be required of the Board at this time.
TO: Governmental Relations Committee

FROM: Nicole Wills, Governmental Relations Staff
       Josh Jacobs, Governmental Relations Staff

Agenda Topic: Legislative SAELP Recommendations on Principalship (SB 2825)

Materials: Copy of SB 2825

Staff Contacts: Nicole Wills, Liaison, Governmental Relations Division
               Josh Jacobs, Liaison, Governmental Relations Division

Purpose (s) of Agenda Item: To discuss SB 2825 sponsored by Senator Deanna Demuzio. This legislation establishes a principal-mentoring program, provides for an alternative route to administrative certificate for National Board certified teachers, places certain requirements on continuing professional development for the renewal of administrative certificates and creates a teacher leader endorsement.

The Chair has asked that Dr. Norm Durflinger and Dr. Erika Hunt from the SAELP Project to present the initiative before the committee. Brian Schwartz, Acting Executive Director for the Illinois Principals Association will also be in attendance.

Expected Outcome(s) of Agenda Item
To be decided by the committee
94TH GENERAL ASSEMBLY
State of Illinois
2005 and 2006
SB2825

Introduced 1/20/2006, by Sen. Deanna Demuzio

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.53a new
105 ILCS 5/10-23.8a from Ch. 122, par. 10-23.8a
105 ILCS 5/21-5e new from Ch. 122, par. 21-7.1
105 ILCS 5/21-7.5 new
105 ILCS 5/21-7.10 new
105 ILCS 5/21-7.15 new
105 ILCS 5/24A-15 new
105 ILCS 5/34-2.3 from Ch. 122, par. 34-2.3
30 ILCS 805/8.30 new

Amends the School Code. Requires the State Board of Education to
establish a new principal mentoring program to allow experienced principals
to serve as mentors to new principals during their first year as a
principal. Provides for an alternative route to administrative
certification for certain National Board certified teachers. Provides that
continuing professional development for renewal of an administrative
certificate must include (i) completion of an Administrators' Academy
course in each of the 6 Interstate School Leaders Licensure Consortium
standard areas in the first 5 years of serving as an administrator in a
position that requires certification and (ii) if the certificate holder
evaluates certified staff, completion of a one-day teacher evaluation
course and participation in an additional 6 hours of Administrators' Academy-approved coursework. Deletes a provision requiring certificate
holders who evaluate certified staff to complete a 2-day teacher evaluation
course. Creates a teacher leader endorsement and sets forth requirements
for that endorsement. Requires the State Board to certify one statewide
organization representing principals, with input from institutions of
higher education, and one school district or organization representing
principals in the Chicago school district, with input from institutions of
higher education, to establish a master principal designation program. Sets
forth requirements for the program. Establishes a task force to review the
Illinois Administrators' Academy and recommend revisions to the program.
Beginning with the 2006-2007 school year and each school year thereafter,
requires each school district to establish a principal evaluation plan.
Sets forth requirements for the evaluation plan and provides that failure
to evaluate a principal at least once during the term of the principal's
contract is evidence that the principal is performing his or her duties and
responsibilities in at least a satisfactory manner and serves to
automatically extend the principal's contract for a period of one year
after the contract would otherwise expire, under the same terms and
conditions as the prior contract. Amends the State Mandates Act to require
implementation without reimbursement. Effective immediately.

LRB094 18471 MKM 53791 b

FISCAL NOTE ACT MAY APPLY
STATE MANDATES ACT MAY REQUIRE REIMBURSEMENT

A BILL FOR
AN ACT concerning education.

Be it enacted by the People of the State of Illinois,
represented in the General Assembly:

Section 5. The School Code is amended by adding Sections 2-3.53a, 21-5e, 21-7.5, 21-7.10, 21-7.15, and 24A-15 and by changing Sections 10-23.8a, 21-7.1, and 34-2.3 as follows:

(105 ILCS 5/2-3.53a new)
Sec. 2-3.53a. New principal mentoring program.
  (a) Beginning on July 1, 2006, and subject to an annual appropriation by the General Assembly, to establish a new principal mentoring program for new principals. Any individual who is hired as a principal in the State of Illinois on or after July 1, 2007 must participate in the new principal mentoring program for the duration of his or her first year as a principal and must complete the program in accordance with the requirements established by the State Board of Education by rule. The new principal mentoring program shall match an experienced principal who meets the requirements of subsection (b) of this Section with each new principal in his or her first year in that position in order to assist the new principal in the development of his or her professional practice and to provide guidance during the new principal's first year of service.
  (b) Any individual who has been a principal in Illinois for 3 or more years and who has demonstrated success as an instructional leader, as determined by the State Board by rule, is eligible to apply to be a mentor under the new principal mentoring program. Mentors must complete mentoring training by an entity approved by the State Board, attend an annual training session, and meet any other requirements set forth by the State Board and by the school district employing the mentor.
(c) The State Board shall certify an entity approved to provide training of mentors if the entity demonstrates one year of successful practice. Each entity certified by the State Board must attend annual re-certification sessions.

(d) A mentor shall be assigned to a new principal based on
(i) similarity of grade level or type of school, (ii) learning needs of the new principal, and (iii) geographical proximity of the mentor to the new principal. A mentor must identify areas for improvement of the new principal’s professional practice, including, but not limited to, each of the following:

(1) Analyzing data and applying it to practice.
(2) Aligning professional development and instructional programs.
(3) Building a professional learning community.
(4) Observing classroom practices and providing feedback.
(5) Facilitating effective meetings.
(6) Developing distributive leadership practices.
(7) Facilitating organizational change.

The mentor shall not be required to provide an evaluation of the new principal on the basis of the mentoring relationship.

(e) On or after January 1, 2008 and on or after January 1 of each year thereafter, each mentor and each new principal must complete a survey of progress on a form developed by their respective school districts. On or after July 1, 2008 and on or after July 1 of each year thereafter, the State Board must review and evaluate the mentoring training program. Each new principal and his or her mentor must complete a verification form developed by the State Board in order to certify their completion of the new principal mentoring program.

(f) The requirements of this Section do not apply to any individual who has previously served as an assistant principal in Illinois acting under an administrative certificate for 5 or more years and who is hired, on or after July 1, 2007, as a principal by the school district in which the individual last served as an assistant principal, although such an individual
may choose to participate in this program or may be required to
participate by the school district.

(g) The State Board may adopt any rules necessary for the
implementation of this Section.

(105 ILCS 5/10-23.8a) (from Ch. 122, par. 10-23.8a)
Sec. 10-23.8a. Principal and other administrator
contracts. After the effective date of this amendatory Act of
1997 and the expiration of contracts in effect on the effective
date of this amendatory Act, school districts may only employ
principals and other school administrators under either a
contract for a period not to exceed one year or a
performance-based contract for a period not to exceed 5 years,
unless the provisions of subsection (e) of Section 24A-15 of
this Code otherwise apply.

Performance-based contracts shall be linked to student
performance and academic improvement attributable to the
responsibilities and duties of the principal or administrator.
No performance-based contract shall be extended or rolled-over
prior to its scheduled expiration unless all the performance
and improvement goals contained in the contract have been met.
Each performance-based contract shall include the goals and
indicators of student performance and academic improvement
determined and used by the local school board to measure the
performance and effectiveness of the principal or other
administrator and such other information as the local school
board may determine.

By accepting the terms of a multi-year contract, the
principal or administrator waives all rights granted him or her
under Sections 24-11 through 24-16 of this Act only for the
term of the multi-year contract. Upon acceptance of a
multi-year contract, the principal or administrator shall not
lose any previously acquired tenure credit with the district.
(Source: P.A. 90-548, eff. 1-1-98; 91-314, eff. 1-1-00.)

(105 ILCS 5/21-5e new)
Sec. 21-5e. Alternative Route to Administrative Certification for National Board Certified Teachers.

(a) It shall be the policy of the State of Illinois to improve the recruitment and preparation of instructional leaders.

(b) On or before January 1, 2007, the State Board of Education, in consultation with the State Teacher Certification Board, shall establish and implement an alternative route to administrative certification for teacher leaders, to be known as the Alternative Route to an Administrative Certificate for National Board Certified Teachers. "Teacher leader" means a certified teacher who has already received National Board certification through the National Board for Professional Teaching Standards and who has a teacher leader endorsement under Section 21-7.5 of this Code. Persons who meet the requirements of and successfully complete the program established by this Section shall be issued a standard administrative certificate for serving in schools in this State. The State Board shall approve a course of study that persons must successfully complete in order to satisfy one criterion for issuance of the administrative certificate under this Section. The Alternative Route to an Administrative Certificate for National Board Certified Teachers must include the current content and skills contained in a college's or university's courses and the Illinois Professional School Leader Standards for State certification, with the exception of courses that contain the competency areas and the Illinois Professional School Leader Standards that a candidate has already met through National Board certification or through a teacher leadership master's degree program.

(c) The Alternative Route to an Administrative Certificate for National Board Certified Teachers shall be comprised of the following 4 phases:

(1) National Board certification and an endorsement in teacher leadership in accordance with Section 21-7.5 of this Code;
(2) a master's degree in a teacher leader program;

(3) 15 hours of coursework in which the candidate must show evidence of meeting competencies for organizational management and development, finance, supervision and evaluation, policy and legal issues, and leadership, as stated in the Illinois Professional School Leader Standards for principals; and

(4) a passing score on the Illinois Administrator Assessment.

(d) Successful completion of the Alternative Route to an Administrative Certificate for National Board Certified Teachers shall be deemed to satisfy all requirements to receive an administrative certificate established by law. The State Board may adopt rules that are consistent with this Section and that the State Board deems necessary for the establishment and implementation of the program.

(105 ILCS 5/21-7.1) (from Ch. 122, par. 21-7.1)

Sec. 21-7.1. Administrative certificate.

(a) After July 1, 1999, an administrative certificate valid for 5 years of supervising and administering in the public common schools (unless changed under subsection (a-5) of this Section) may be issued to persons who have graduated from a regionally accredited institution of higher learning with a master's degree and who have been recommended by a recognized institution of higher learning as having completed a program of preparation for one or more of these endorsements. Such programs of academic and professional preparation required for endorsement shall be administered by the institution in accordance with standards set forth by the State Superintendent of Education in consultation with the State Teacher Certification Board.

(a-5) Beginning July 1, 2003, if an administrative certificate holder holds a Standard Teaching Certificate, the validity period of the administrative certificate shall be changed, if necessary, so that the validity period of the
administrative certificate coincides with the validity period
of the Standard Teaching Certificate. Beginning July 1, 2003,
if an administrative certificate holder holds a Master Teaching
Certificate, the validity period of the administrative
certificate shall be changed so that the validity period of the
administrative certificate coincides with the validity period
of the Master Teaching Certificate.

(b) No administrative certificate shall be issued for the
first time after June 30, 1987 and no endorsement provided for
by this Section shall be made or affixed to an administrative
certificate for the first time after June 30, 1987 unless the
person to whom such administrative certificate is to be issued
or to whose administrative certificate such endorsement is to
be affixed has been required to demonstrate as a part of a
program of academic or professional preparation for such
certification or endorsement: (i) an understanding of the
knowledge called for in establishing productive parent-school
relationships and of the procedures fostering the involvement
which such relationships demand; and (ii) an understanding of
the knowledge required for establishing a high quality school
climate and promoting good classroom organization and
management, including rules of conduct and instructional
procedures appropriate to accomplishing the tasks of
schooling; and (iii) a demonstration of the knowledge and
skills called for in providing instructional leadership. The
standards for demonstrating an understanding of such knowledge
shall be set forth by the State Board of Education in
consultation with the State Teacher Certification Board, and
shall be administered by the recognized institutions of higher
learning as part of the programs of academic and professional
preparation required for certification and endorsement under
this Section. As used in this subsection: "establishing
productive parent-school relationships" means the ability to
maintain effective communication between parents and school
personnel, to encourage parental involvement in schooling, and
to motivate school personnel to engage parents in encouraging
student achievement, including the development of programs and policies which serve to accomplish this purpose; and "establishing a high quality school climate" means the ability to promote academic achievement, to maintain discipline, to recognize substance abuse problems among students and utilize appropriate law enforcement and other community resources to address these problems, to support teachers and students in their education endeavors, to establish learning objectives and to provide instructional leadership, including the development of policies and programs which serve to accomplish this purpose; and "providing instructional leadership" means the ability to effectively evaluate school personnel, to possess general communication and interpersonal skills, and to establish and maintain appropriate classroom learning environments. The provisions of this subsection shall not apply to or affect the initial issuance or making on or before June 30, 1987 of any administrative certificate or endorsement provided for under this Section, nor shall such provisions apply to or affect the renewal after June 30, 1987 of any such certificate or endorsement initially issued or made on or before June 30, 1987.

(c) Administrative certificates shall be renewed every 5 years with the first renewal being 5 years following the initial receipt of an administrative certificate, unless the validity period for the administrative certificate has been changed under subsection (a-5) of this Section, in which case the certificate shall be renewed at the same time that the Standard or Master Teaching Certificate is renewed.

(c-5) Before July 1, 2003, renewal requirements for administrators whose positions require certification shall be based upon evidence of continuing professional education which promotes the following goals: (1) improving administrators' knowledge of instructional practices and administrative procedures; (2) maintaining the basic level of competence required for initial certification; and (3) improving the mastery of skills and knowledge regarding the improvement of
teaching performance in clinical settings and assessment of the levels of student performance in their schools. Evidence of continuing professional education must include verification of biennial attendance in a program developed by the Illinois Administrators' Academy and verification of annual participation in a school district approved activity which contributes to continuing professional education.

(c-10) Beginning July 1, 2003, except as otherwise provided in subsection (c-15) of this Section, persons holding administrative certificates must follow the certificate renewal procedure set forth in this subsection (c-10), provided 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 valid for 5 years (unless changed under subsection (a-5) of this Section), which may be renewed thereafter as set forth in this subsection (c-10).

A person holding an administrative certificate and employed in a position requiring administrative certification, including a regional superintendent of schools, must satisfy the continuing professional development requirements of this Section to renew his or her administrative certificate. The continuing professional development must include without limitation the following continuing professional development purposes:

(1) To improve the administrator's knowledge of instructional practices and administrative procedures in accordance with the Illinois Professional School Leader Standards.

(2) To maintain the basic level of competence required for initial certification.

(3) To improve the administrator's mastery of skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of the levels of student performance in the schools.

The continuing professional development must include the
following in order for the certificate to be renewed:

(A) Participation in continuing professional development activities, which must total a minimum of 100 hours of continuing professional development. The participation must consist of a minimum of 5 activities per validity period of the certificate, and the certificate holder must maintain documentation of completion of each activity.

(B) Participation every year in an Illinois Administrators' Academy course, which participation must total a minimum of 30 continuing professional development hours during the period of the certificate's validity and which must include completion of applicable required coursework, including completion of a communication, dissemination, or application component, as defined by the State Board of Education.

(C) Completion of an Administrators' Academy course in each of the 6 Interstate School Leaders Licensure Consortium (ISLLC) standard areas within the first 5 years of service as an administrator in a position that requires certification.

(D) For certificate holders who evaluate certified staff, completion of a one-day teacher evaluation course and participation in an additional 6 hours of Administrators' Academy-approved coursework, which may be part of a multi-day Administrators' Academy.

The certificate holder must 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. The regional superintendent of schools shall review and validate the verification form for a certificate holder. Based on compliance with all of the requirements for renewal, the regional superintendent of schools shall forward a recommendation for renewal or non-renewal to the State Superintendent of Education and shall notify the certificate holder.
holder of the recommendation. The State Superintendent of
Education shall review the recommendation to renew or non-renew
and shall notify, in writing, the certificate holder of a
decision denying renewal of his or her certificate. Any
decision regarding non-renewal of an administrative
certificate may be appealed to the State Teacher Certification
Board.

The State Board of Education, in consultation with the
State Teacher Certification Board, shall adopt rules to
implement this subsection (c-10).

The regional superintendent of schools shall monitor the
process for renewal of administrative certificates established
in this subsection (c-10).

(c-15) This subsection (c-15) applies to the first period
of an administrative certificate's validity during which the
holder becomes subject to the requirements of subsection (c-10)
of this Section if the certificate has less than 5 years'
validity or has less than 5 years' validity remaining when the
certificate holder becomes subject to the requirements of
subsection (c-10) of this Section. With respect to this period,
the 100 hours of continuing professional development and 5
activities per validity period specified in clause (A) of
subsection (c-10) of this Section shall instead be deemed to
mean 20 hours of continuing professional development and one
activity per year of the certificate's validity or remaining
validity and the 30 continuing professional development hours
specified in clause (B) of subsection (c-10) of this Section
shall instead be deemed to mean completion of at least one
course per year of the certificate's validity or remaining
validity. Certificate holders who evaluate certified staff
must complete a 2-day teacher evaluation course, in addition to
the 30 continuing professional development hours.

(c-20) The State Board of Education, in consultation with
the State Teacher Certification Board, shall develop
procedures for implementing this Section and shall administer
the renewal of administrative certificates. Failure to submit
satisfactory evidence of continuing professional education
which contributes to promoting the goals of this Section shall
result in a loss of administrative certification.

(d) Any limited or life supervisory certificate issued
prior to July 1, 1968 shall continue to be valid for all
administrative and supervisory positions in the public schools
for which it is valid as of that date as long as its holder
meets the requirements for registration or renewal as set forth
in the statutes or until revoked according to law.

(e) The administrative or supervisory positions for which
the certificate shall be valid shall be determined by one or
more of 3 endorsements: general supervisory, general
administrative and superintendent.

Subject to the provisions of Section 21-1a, endorsements
shall be made under conditions set forth in this Section. The
State Board of Education shall, in consultation with the State
Teacher Certification Board, adopt rules pursuant to the
Illinois Administrative Procedure Act, establishing
requirements for obtaining administrative certificates where
the minimum administrative or supervisory requirements surpass
those set forth in this Section.

The State Teacher Certification Board shall file with the
State Board of Education a written recommendation when
considering additional administrative or supervisory
requirements. All additional requirements shall be based upon
the requisite knowledge necessary to perform those tasks
required by the certificate. The State Board of Education shall
in consultation with the State Teacher Certification Board,
establish standards within its rules which shall include the
academic and professional requirements necessary for
certification. These standards shall at a minimum contain, but
not be limited to, those used by the State Board of Education
in determining whether additional knowledge will be required.
Additionally, the State Board of Education shall in
consultation with the State Teacher Certification Board,
establish provisions within its rules whereby any member of the
educational community or the public may file a formal written
recommendation or inquiry regarding requirements.

(1) Until July 1, 2003, the general supervisory
dec endorsement shall be affixed to the administrative
certificate of any holder who has at least 16 semester
hours of graduate credit in professional education
including 8 semester hours of graduate credit in curriculum
and research and who has at least 2 years of full-time
teaching experience 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 Rehabilitation
Services, or nonpublic schools meeting the standards
established by the State Superintendent of Education or
comparable out-of-state recognition standards approved by
the State Superintendent of Education.

Such endorsement shall be required for supervisors,
curriculum directors and for such similar and related
positions as determined by the State Superintendent of
Education in consultation with the State Teacher
Certification Board.

(2) The general administrative endorsement shall be
affixed to the administrative certificate of any holder who
has at least 20 semester hours of graduate credit in
educational administration and supervision and who has at
least 2 years of full-time teaching experience 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
Rehabilitation Services, or nonpublic schools meeting the
standards established by the State Superintendent of
Education or comparable out-of-state recognition standards
approved by the State Superintendent of Education.

Such endorsement shall be required for principal,
assistant principal, assistant or associate
superintendent, junior college dean and for related or
similar positions as determined by the State Superintendent of Education in consultation with the State Teacher Certification Board.

Notwithstanding any other provisions of this Act, after January 1, 1990 and until January 1, 1991, any teacher employed by a district subject to Article 34 shall be entitled to receive an administrative certificate with a general administrative endorsement affixed thereto if he or she: (i) had at least 3 years of experience as a certified teacher for such district prior to August 1, 1985; (ii) obtained a Master's degree prior to August 1, 1985; (iii) completed at least 20 hours of graduate credit in education courses (including at least 12 hours in educational administration and supervision) prior to September 1, 1987; and (iv) has received a rating of superior for at least each of the last 5 years. Any person who obtains an administrative certificate with a general administrative endorsement affixed thereto under this paragraph shall not be qualified to serve in any administrative position except assistant principal.

(3) The chief school business official endorsement shall be affixed to the administrative certificate of any holder who qualifies by having a Master's degree, two years of administrative experience in school business management, and a minimum of 20 semester hours of graduate credit in a program established by the State Superintendent of Education in consultation with the State Teacher Certification Board for the preparation of school business administrators. Such endorsement shall also be affixed to the administrative certificate of any holder who qualifies by having a Master's Degree in Business Administration, Finance or Accounting from a regionally accredited institution of higher education.

After June 30, 1977, such endorsement shall be required for any individual first employed as a chief school business official.
(4) The superintendent endorsement shall be affixed to the administrative certificate of any holder who has completed 30 semester hours of graduate credit beyond the master's degree in a program for the preparation of superintendents of schools including 16 semester hours of graduate credit in professional education and who has at least 2 years experience as an administrator or supervisor in the public schools or the State Board of Education or education service regions or in nonpublic schools meeting the standards established by the State Superintendent of Education or comparable out-of-state recognition standards approved by the State Superintendent of Education and holds general supervisory or general administrative endorsement, or who has had 2 years of experience as a supervisor or administrator while holding an all-grade supervisory certificate or a certificate comparable in validity and educational and experience requirements.

After June 30, 1968, such endorsement shall be required for a superintendent of schools, except as provided in the second paragraph of this Section and in Section 34-6.

Any person appointed to the position of superintendent between the effective date of this Act and June 30, 1993 in a school district organized pursuant to Article 32 with an enrollment of at least 20,000 pupils shall be exempt from the provisions of this paragraph (4) until June 30, 1996.

(f) All official interpretations or acts of issuing or denying administrative certificates or endorsements by the State Teacher's Certification Board, State Board of Education or the State Superintendent of Education, from the passage of P.A. 81-1208 on November 8, 1979 through September 24, 1981 are hereby declared valid and legal acts in all respects and further that the purported repeal of the provisions of this Section by P.A. 81-1208 and P.A. 81-1509 is declared null and void.

(Source: P.A. 92-796, eff. 8-10-02; 93-679, eff. 6-30-04.)
Sec. 21-7.5. Teacher leader endorsement. It shall be the policy of the State of Illinois to improve the quality of instructional leaders by providing a career pathway for teachers interested in serving in leadership roles. Beginning on January 1, 2007, the State Board, in consultation with the State Teacher Certification Board, shall establish and implement a teacher leader endorsement, to be known as a teacher leader endorsement. Persons who meet the requirements of and successfully complete the requirements of the endorsement established under this Section shall be issued a teacher leader endorsement for serving in schools in this State. The endorsement shall be a career path endorsement but not a restrictive endorsement available to: (i) teachers who are certified through the National Board for Professional Teaching Standards and complete a specially-designed strand of teacher leadership courses; (ii) teachers who have completed a master's degree program in teacher leadership; and (iii) proven teacher leaders with a master's degree who complete a specially-designed strand of teacher leadership courses. Colleges and universities shall have the authority to qualify the proficiency of proven teacher leaders under clause (iii) of this Section. A teacher who meets any of clauses (i) through (iii) of this Section shall be deemed to satisfy the requirements for the teacher leader endorsement. The State Board may adopt rules that are consistent with this Section and that the State Board deems necessary to establish and implement this teacher leadership endorsement program.

Sec. 21-7.10. Master principal designation program.

(a) The General Assembly recognizes the important role a principal serves as a school's instructional leader and believes it is in the best interest of the State to establish a mechanism for training and recognizing master level principals.
(b) One statewide organization representing principals, with input from institutions of higher education, and one school district or organization representing principals in a school district organized under Article 34 of this Code, with input from institutions of higher education, shall be certified by the State Board of Education to cooperatively establish a master principal designation program. The State Board shall adopt rules, in consultation with the State Teacher Certification Board, for entities seeking to provide a program under this Section, including an approval process and other criteria. A master principal designation program shall include at least the following components:

(1) Expansion of the principal's knowledge base and leadership.

(2) Application of strategies and collection of evidence of student learning and school processes.

(3) Demonstration of the ability and skills necessary to lead sustained academic improvement in a school or district.

(c) An individual serving as a principal for at least 3 years is eligible for participation in a master principal designation program. Each year, those entities approved to offer a master principal designation program must submit to the State Board a report indicating the number of individuals enrolled in the program, the progress of candidates, anticipated changes to the program, and any other relevant information requested by the State Board. All substantive changes to an entity's master principal designation program shall require prior written approval from the State Board. An entity that fails to meet the requirements of this Section or any other criteria established by the State Board by rule shall have its authority to offer a master principal designation program revoked pursuant to procedures established by rule by the State Board.

(105 ILCS 5/21-7.15 new)
Sec. 21-7.15. Illinois Administrators' Academy Review Task
Force. The State Board of Education shall create a task force
to review the Illinois Administrators' Academy and recommend
revisions to the program. The goal of the task force shall be
to revise the Illinois Administrators' Academy so that it
offers professional development opportunities tailored to the
individual and collective needs of principals. The task force
shall consist of members appointed by the State Superintendent
of Education. The task force shall file a report of its
findings with the General Assembly, the Governor, and the State
Board by July 1, 2008. A copy of the report shall also be
delivered to the Executive Committee of the Illinois State
Action for Education Leadership Project. This Section is
repealed on July 2, 2008.

(105 ILCS 5/24A-15 new)
Sec. 24A-15. Development and submission of evaluation plan
for principals.
(a) Beginning with the 2006-2007 school year and each
school year thereafter, each school district must establish a
principal evaluation plan in accordance with this Section and,
for a school district organized under Article 34 of this Code,
Sections 34-2.3 and 34-8 of this Code. The plan must ensure
that each principal is evaluated as follows:

(1) For a principal on a single-year contract, the
evaluation must take place by February 1 of each year.

(2) For a principal on a multi-year contract under
Section 10-23.8a of this Code, the evaluation must take
place by February 1 of the final year of the contract.

(b) The evaluation must include a description of the
principal's duties and responsibilities and the standards to
which the principal is expected to conform.

(c) The evaluation must be performed by the district
superintendent, the superintendent's designee, or an
individual appointed by the school board. The evaluation must
be in writing and must at least do all of the following:
(1) Consider the principal's specific duties, responsibilities, management, and competence as a principal.

(2) Align to State or district research-based standards.

(3) Rate the principal's performance based on criteria established by the State Board of Education.

(4) Specify the principal's strengths and weaknesses, with supporting reasons.

(d) One copy of the evaluation must be included in the principal's personnel file and one copy of the evaluation must be provided to the principal.

(e) Failure by a district to evaluate a principal at least once during the term of the principal’s contract, in accordance with this Section, is evidence that the principal is performing duties and responsibilities in at least a satisfactory manner and shall serve to automatically extend the principal's contract for a period of one year after the contract would otherwise expire, under the same terms and conditions as the prior contract. The requirements in this Section are in addition to the right of a school board to reclassify a principal pursuant to Section 10-23.8b of this Code.

(f) Nothing in this Section prohibits a school board from ordering lateral transfers of principals to positions of similar rank and salary.

(105 ILCS 5/34-2.3) (from Ch. 122, par. 34-2.3)

Sec. 34-2.3. Local school councils - Powers and duties. Each local school council shall have and exercise, consistent with the provisions of this Article and the powers and duties of the board of education, the following powers and duties:

1. (A) To annually evaluate the performance of the principal of the attendance center using a Board approved principal evaluation form, which shall include the evaluation of (i) student academic improvement, as defined by the school improvement plan, (ii) student absenteeism rates at the school,
(iii) instructional leadership, (iv) the effective
implementation of programs, policies, or strategies to improve
student academic achievement, (v) school management, and (vi)
any other factors deemed relevant by the local school council,
including, without limitation, the principal's communication
skills and ability to create and maintain a student-centered
learning environment, to develop opportunities for
professional development, and to encourage parental
involvement and community partnerships to achieve school
improvement;

(B) to determine in the manner provided by subsection (c)
of Section 34-2.2 and subdivision 1.5 of this Section whether
the performance contract of the principal shall be renewed; and

(C) to directly select, in the manner provided by
subsection (c) of Section 34-2.2, a new principal (including a
new principal to fill a vacancy) -- without submitting any list
of candidates for that position to the general superintendent
as provided in paragraph 2 of this Section -- to serve under a
4 year performance contract, unless the provisions of
subsection (e) of Section 24-15 of this Code otherwise apply;
provided that (i) the determination of whether the principal's
performance contract is to be renewed, based upon the
evaluation required by subdivision 1.5 of this Section, shall
be made no later than 150 days prior to the expiration of the
current performance-based contract of the principal, (ii) in
cases where such performance contract is not renewed -- a
direct selection of a new principal -- to serve under a 4 year
performance contract shall be made by the local school council
no later than 45 days prior to the expiration of the current
performance contract of the principal, and (iii) a selection by
the local school council of a new principal to fill a vacancy
under a 4 year performance contract shall be made within 90
days after the date such vacancy occurs. A Council shall be
required, if requested by the principal, to provide in writing
the reasons for the council's not renewing the principal's
contract.
1.5. The local school council's determination of whether to renew the principal's contract shall be based on an evaluation to assess the educational and administrative progress made at the school during the principal's current performance-based contract. The local school council shall base its evaluation on (i) student academic improvement, as defined by the school improvement plan, (ii) student absenteeism rates at the school, (iii) instructional leadership, (iv) the effective implementation of programs, policies, or strategies to improve student academic achievement, (v) school management, and (vi) any other factors deemed relevant by the local school council, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement. If a local school council fails to renew the performance contract of a principal rated by the general superintendent, or his or her designee, in the previous years' evaluations as meeting or exceeding expectations, the principal, within 15 days after the local school council's decision not to renew the contract, may request a review of the local school council's principal non-retention decision by a hearing officer appointed by the American Arbitration Association. A local school council member or members or the general superintendent may support the principal's request for review. During the period of the hearing officer's review of the local school council's decision on whether or not to retain the principal, the local school council shall maintain all authority to search for and contract with a person to serve as interim or acting principal, or as the principal of the attendance center under a 4-year performance contract, provided that any performance contract entered into by the local school council shall be voidable or modified in accordance with the decision of the hearing officer. The principal may request review only once while at that attendance
center. If a local school council renews the contract of a principal who failed to obtain a rating of "meets" or "exceeds expectations" in the general superintendent's evaluation for the previous year, the general superintendent, within 15 days after the local school council's decision to renew the contract, may request a review of the local school council's principal retention decision by a hearing officer appointed by the American Arbitration Association. The general superintendent may request a review only once for that principal at that attendance center. All requests to review the retention or non-retention of a principal shall be submitted to the general superintendent, who shall, in turn, forward such requests, within 14 days of receipt, to the American Arbitration Association. The general superintendent shall send a contemporaneous copy of the request that was forwarded to the American Arbitration Association to the principal and to each local school council member and shall inform the local school council of its rights and responsibilities under the arbitration process, including the local school council's right to representation and the manner and process by which the Board shall pay the costs of the council's representation. If the local school council retains the principal and the general superintendent requests a review of the retention decision, the local school council and the general superintendent shall be considered parties to the arbitration, a hearing officer shall be chosen between those 2 parties pursuant to procedures promulgated by the State Board of Education, and the principal may retain counsel and participate in the arbitration. If the local school council does not retain the principal and the principal requests a review of the retention decision, the local school council and the principal shall be considered parties to the arbitration and a hearing officer shall be chosen between those 2 parties pursuant to procedures promulgated by the State Board of Education. The hearing shall begin (i) within 45 days after the initial request for review is submitted by the principal to the general superintendent or
(ii) if the initial request for review is made by the general superintendent, within 45 days after that request is mailed to the American Arbitration Association. The hearing officer shall render a decision within 45 days after the hearing begins and within 90 days after the initial request for review. The Board shall contract with the American Arbitration Association for all of the hearing officer's reasonable and necessary costs. In addition, the Board shall pay any reasonable costs incurred by a local school council for representation before a hearing officer.

1.10. The hearing officer shall conduct a hearing, which shall include (i) a review of the principal's performance, evaluations, and other evidence of the principal's service at the school, (ii) reasons provided by the local school council for its decision, and (iii) documentation evidencing views of interested persons, including, without limitation, students, parents, local school council members, school faculty and staff, the principal, the general superintendent or his or her designee, and members of the community. The burden of proof in establishing that the local school council's decision was arbitrary and capricious shall be on the party requesting the arbitration, and this party shall sustain the burden by a preponderance of the evidence. The hearing officer shall set the local school council decision aside if that decision, in light of the record developed at the hearing, is arbitrary and capricious. The decision of the hearing officer may not be appealed to the Board or the State Board of Education. If the hearing officer decides that the principal shall be retained, the retention period shall not exceed 2 years.

2. In the event (i) the local school council does not renew the performance contract of the principal, or the principal fails to receive a satisfactory rating as provided in subsection (h) of Section 34-8.3, or the principal is removed for cause during the term of his or her performance contract in the manner provided by Section 34-85, or a vacancy in the position of principal otherwise occurs prior to the expiration
of the term of a principal's performance contract, and (ii) the local school council fails to directly select a new principal to serve under a 4 year performance contract, the local school council in such event shall submit to the general superintendent a list of 3 candidates -- listed in the local school council's order of preference -- for the position of principal, one of which shall be selected by the general superintendent to serve as principal of the attendance center. If the general superintendent fails or refuses to select one of the candidates on the list to serve as principal within 30 days after being furnished with the candidate list, the general superintendent shall select and place a principal on an interim basis (i) for a period not to exceed one year or (ii) until the local school council selects a new principal with 7 affirmative votes as provided in subsection (c) of Section 34-2.2, whichever occurs first. If the local school council fails or refuses to select and appoint a new principal, as specified by subsection (c) of Section 34-2.2, the general superintendent may select and appoint a new principal on an interim basis for an additional year or until a new contract principal is selected by the local school council. There shall be no discrimination on the basis of race, sex, creed, color or disability unrelated to ability to perform in connection with the submission of candidates for, and the selection of a candidate to serve as principal of an attendance center. No person shall be directly selected, listed as a candidate for, or selected to serve as principal of an attendance center (i) if such person has been removed for cause from employment by the Board or (ii) if such person does not hold a valid administrative certificate issued or exchanged under Article 21 and endorsed as required by that Article for the position of principal. A principal whose performance contract is not renewed as provided under subsection (c) of Section 34-2.2 may nevertheless, if otherwise qualified and certified as herein provided and if he or she has received a satisfactory rating as provided in subsection (h) of Section 34-8.3, be included by a
local school council as one of the 3 candidates listed in order
of preference on any candidate list from which one person is to
be selected to serve as principal of the attendance center
under a new performance contract. The initial candidate list
required to be submitted by a local school council to the
general superintendent in cases where the local school council
does not renew the performance contract of its principal and
does not directly select a new principal to serve under a 4
year performance contract shall be submitted not later than 30
days prior to the expiration of the current performance
contract. In cases where the local school council fails or
refuses to submit the candidate list to the general
superintendent no later than 30 days prior to the expiration of
the incumbent principal's contract, the general superintendent
may appoint a principal on an interim basis for a period not to
exceed one year, during which time the local school council
shall be able to select a new principal with 7 affirmative
votes as provided in subsection (c) of Section 34-2.2. In cases
where a principal is removed for cause or a vacancy otherwise
occurs in the position of principal and the vacancy is not
filled by direct selection by the local school council, the
candidate list shall be submitted by the local school council
to the general superintendent within 90 days after the date
such removal or vacancy occurs. In cases where the local school
council fails or refuses to submit the candidate list to the
general superintendent within 90 days after the date of the
vacancy, the general superintendent may appoint a principal on
an interim basis for a period of one year, during which time
the local school council shall be able to select a new
principal with 7 affirmative votes as provided in subsection
(c) of Section 34-2.2.

2.5. Whenever a vacancy in the office of a principal occurs
for any reason, the vacancy shall be filled in the manner
provided by this Section by the selection of a new principal to
serve under a 4 year performance contract.

3. To establish additional criteria to be included as part
of the performance contract of its principal, provided that
such additional criteria shall not discriminate on the basis of
race, sex, creed, color or disability unrelated to ability to
perform, and shall not be inconsistent with the uniform 4 year
performance contract for principals developed by the board as
provided in Section 34-8.1 of the School Code or with other
provisions of this Article governing the authority and
responsibility of principals.

4. To approve the expenditure plan prepared by the
principal with respect to all funds allocated and distributed
to the attendance center by the Board. The expenditure plan
shall be administered by the principal. Notwithstanding any
other provision of this Act or any other law, any expenditure
plan approved and administered under this Section 34-2.3 shall
be consistent with and subject to the terms of any contract for
services with a third party entered into by the Chicago School
Reform Board of Trustees or the board under this Act.

Via a supermajority vote of 7 members of the local school
council or 8 members of a high school local school council, the
Council may transfer allocations pursuant to Section 34-2.3
within funds; provided that such a transfer is consistent with
applicable law and collective bargaining agreements.

Beginning in fiscal year 1991 and in each fiscal year
thereafter, the Board may reserve up to 1% of its total fiscal
year budget for distribution on a prioritized basis to schools
throughout the school system in order to assure adequate
programs to meet the needs of special student populations as
determined by the Board. This distribution shall take into
account the needs catalogued in the Systemwide Plan and the
various local school improvement plans of the local school
councils. Information about these centrally funded programs
shall be distributed to the local school councils so that their
subsequent planning and programming will account for these
provisions.

Beginning in fiscal year 1991 and in each fiscal year
thereafter, from other amounts available in the applicable
fiscal year budget, the board shall allocate a lump sum amount
to each local school based upon such formula as the board shall
determine taking into account the special needs of the student
body. The local school principal shall develop an expenditure
plan in consultation with the local school council, the
professional personnel leadership committee and with all other
school personnel, which reflects the priorities and activities
as described in the school's local school improvement plan and
is consistent with applicable law and collective bargaining
agreements and with board policies and standards; however, the
local school council shall have the right to request waivers of
board policy from the board of education and waivers of
employee collective bargaining agreements pursuant to Section
34-8.1a.

The expenditure plan developed by the principal with
respect to amounts available from the fund for prioritized
special needs programs and the allocated lump sum amount must
be approved by the local school council.

The lump sum allocation shall take into account the
following principles:

a. Teachers: Each school shall be allocated funds equal
to the amount appropriated in the previous school year for
compensation for teachers (regular grades kindergarten
through 12th grade) plus whatever increases in
compensation have been negotiated contractually or through
longevity as provided in the negotiated agreement.
Adjustments shall be made due to layoff or reduction in
force, lack of funds or work, change in subject
requirements, enrollment changes, or contracts with third
parties for the performance of services or to rectify any
inconsistencies with system-wide allocation formulas or
for other legitimate reasons.

b. Other personnel: Funds for other teacher
certificated and uncertificated personnel paid through
non-categorical funds shall be provided according to
system-wide formulas based on student enrollment and the

special needs of the school as determined by the Board.

c. Non-compensation items: Appropriations for all non-compensation items shall be based on system-wide formulas based on student enrollment and on the special needs of the school or factors related to the physical plant, including but not limited to textbooks, supplies, electricity, equipment, and routine maintenance.

d. Funds for categorical programs: Schools shall receive personnel and funds based on, and shall use such personnel and funds in accordance with State and Federal requirements applicable to each categorical program provided to meet the special needs of the student body (including but not limited to, Federal Chapter I, Bilingual, and Special Education).

d.1. Funds for State Title I: Each school shall receive funds based on State and Board requirements applicable to each State Title I pupil provided to meet the special needs of the student body. Each school shall receive the proportion of funds as provided in Section 18-8 to which they are entitled. These funds shall be spent only with the budgetary approval of the Local School Council as provided in Section 34-2.3.

e. The Local School Council shall have the right to request the principal to close positions and open new ones consistent with the provisions of the local school improvement plan provided that these decisions are consistent with applicable law and collective bargaining agreements. If a position is closed, pursuant to this paragraph, the local school shall have for its use the system-wide average compensation for the closed position.

f. Operating within existing laws and collective bargaining agreements, the local school council shall have the right to direct the principal to shift expenditures within funds.

g. (Blank).

Any funds unexpended at the end of the fiscal year shall be
available to the board of education for use as part of its
budget for the following fiscal year.

5. To make recommendations to the principal concerning
textbook selection and concerning curriculum developed
pursuant to the school improvement plan which is consistent
with systemwide curriculum objectives in accordance with
Sections 34-8 and 34-18 of the School Code and in conformity
with the collective bargaining agreement.

6. To advise the principal concerning the attendance and
disciplinary policies for the attendance center, subject to the
provisions of this Article and Article 26, and consistent with
the uniform system of discipline established by the board
pursuant to Section 34-19.

7. To approve a school improvement plan developed as
provided in Section 34-2.4. The process and schedule for plan
development shall be publicized to the entire school community,
and the community shall be afforded the opportunity to make
recommendations concerning the plan. At least twice a year the
principal and local school council shall report publicly on
progress and problems with respect to plan implementation.

8. To evaluate the allocation of teaching resources and
other certificated and uncertificated staff to the attendance
center to determine whether such allocation is consistent with
and in furtherance of instructional objectives and school
programs reflective of the school improvement plan adopted for
the attendance center; and to make recommendations to the
board, the general superintendent and the principal concerning
any reallocation of teaching resources or other staff whenever
the council determines that any such reallocation is
appropriate because the qualifications of any existing staff at
the attendance center do not adequately match or support
instructional objectives or school programs which reflect the
school improvement plan.

9. To make recommendations to the principal and the general
superintendent concerning their respective appointments, after
August 31, 1989, and in the manner provided by Section 34-8 and
Section 34-8.1, of persons to fill any vacant, additional or
newly created positions for teachers at the attendance center
or at attendance centers which include the attendance center
served by the local school council.

10. To request of the Board the manner in which training
and assistance shall be provided to the local school council.
Pursuant to Board guidelines a local school council is
authorized to direct the Board of Education to contract with
personnel or not-for-profit organizations not associated with
the school district to train or assist council members. If
training or assistance is provided by contract with personnel
or organizations not associated with the school district, the
period of training or assistance shall not exceed 30 hours
during a given school year; person shall not be employed on a
continuous basis longer than said period and shall not have
been employed by the Chicago Board of Education within the
preceding six months. Council members shall receive training in
at least the following areas:

1. school budgets;

2. educational theory pertinent to the attendance
center's particular needs, including the development of
the school improvement plan and the principal's
performance contract; and

3. personnel selection.

Council members shall, to the greatest extent possible,
complete such training within 90 days of election.

11. In accordance with systemwide guidelines contained in
the System-Wide Educational Reform Goals and Objectives Plan,
criteria for evaluation of performance shall be established for
local school councils and local school council members. If a
local school council persists in noncompliance with systemwide
requirements, the Board may impose sanctions and take necessary
corrective action, consistent with Section 34-8.3.

12. Each local school council shall comply with the Open
Meetings Act and the Freedom of Information Act. Each local
school council shall issue and transmit to its school community
a detailed annual report accounting for its activities programmatically and financially. Each local school council shall convene at least 2 well-publicized meetings annually with its entire school community. These meetings shall include presentation of the proposed local school improvement plan, of the proposed school expenditure plan, and the annual report, and shall provide an opportunity for public comment.

13. Each local school council is encouraged to involve additional non-voting members of the school community in facilitating the council's exercise of its responsibilities.

14. The local school council may adopt a school uniform or dress code policy that governs the attendance center and that is necessary to maintain the orderly process of a school function or prevent endangerment of student health or safety, consistent with the policies and rules of the Board of Education. A school uniform or dress code policy adopted by a local school council: (i) shall not be applied in such manner as to discipline or deny attendance to a transfer student or any other student for noncompliance with that policy during such period of time as is reasonably necessary to enable the student to acquire a school uniform or otherwise comply with the dress code policy that is in effect at the attendance center into which the student's enrollment is transferred; and (ii) shall include criteria and procedures under which the local school council will accommodate the needs of or otherwise provide appropriate resources to assist a student from an indigent family in complying with an applicable school uniform or dress code policy. A student whose parents or legal guardians object on religious grounds to the student's compliance with an applicable school uniform or dress code policy shall not be required to comply with that policy if the student's parents or legal guardians present to the local school council a signed statement of objection detailing the grounds for the objection.

15. All decisions made and actions taken by the local school council in the exercise of its powers and duties shall
comply with State and federal laws, all applicable collective
bargaining agreements, court orders and rules properly
promulgated by the Board.

15a. To grant, in accordance with board rules and policies,
the use of assembly halls and classrooms when not otherwise
needed, including lighting, heat, and attendants, for public
lectures, concerts, and other educational and social
activities.

15b. To approve, in accordance with board rules and
policies, receipts and expenditures for all internal accounts
of the attendance center, and to approve all fund-raising
activities by nonschool organizations that use the school
building.

16. (Blank).

17. Names and addresses of local school council members
shall be a matter of public record.
(Source: P.A. 93-48, eff. 7-1-03.)

Section 90. The State Mandates Act is amended by adding
Section 8.30 as follows:

(30 ILCS 805/8.30 new)

Sec. 8.30. Exempt mandate. Notwithstanding Sections 6 and 8
of this Act, no reimbursement by the State is required for the
implementation of any mandate created by this amendatory Act of
the 94th General Assembly.

Section 99. Effective date. This Act takes effect upon
becoming law.
TO: Governmental Relations Committee

FROM: Nicole Wills, Governmental Relations Staff
      Josh Jacobs, Governmental Relations Staff

Agenda Topic: Legislative Breakfast

Materials: N/A

Staff Contacts: Nicole Wills, Liaison, Governmental Relations Division
              Josh Jacobs, Liaison, Governmental Relations Division

**Purpose (s) of Agenda Item:** To update the Board on the Legislative Reception being held on February 23rd.

**Expected Outcome(s) of Agenda Item**
Informational only