AGENDA 

I. Roll Call

II. Board Member Participation by Other Means

III. Public Participation (15 minutes maximum)  10:45 – 11:00 a.m.

IV. Minutes of the May Education Policy Planning Committee of the Whole Meeting  (pp. 2-4)

V. *Teacher Certification Board Recommendations (Linda Tomlinson, Patrick Murphy) (pp. ) 11:00–11:05 (pp. 5-8)

VI. *2010 Strategic Plan Annual Progress Report to the General Assembly  (pp. ) 11:05 – 11:15 a.m.  (pp. 9-39)

VII. *Southland College Prep Charter High School Agreement (Linda Tomlinson, Darren Reisberg) (pp. 40-72)  11:15 – 11:35 a.m.

VIII. *International Teacher Exchange Efforts  (Superintendent Koch) 11:40 – 11:45 a.m.  (pp. 73-)

IX. Update on Longitudinal Data System – verbal update  (Superintendent Koch) 11:35 – 11:40 a.m.

X. Committee Agenda Planning/Additional Items

XI. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and action may be taken in the plenary session.

11:45 – 12:30 – Break for Lunch
The Education Policy Planning Committee (EPPC) meeting convened at 12:30 p.m.

I. ROLL CALL: Committee Chair, Dr. David Fields, requested a roll call. See above for detailed listing.

II. BOARD MEMBER PARTICIPATION BY OTHER MEANS: There was no participation from Board members by any other means.

III. PUBLIC PARTICIPATION: No one signed in for public participation at this meeting.

IV. MINUTES OF THE MARCH 2010 EPPC MEETING: Dr. Vinni Hall moved to approve the minutes from the March 24, 2010, Education Policy Planning Committee meeting as presented. Melinda LaBarre seconded the motion and it passed unanimously.

V. RECOGNITION OF THE INTERNET SAFETY CONTEST WINNERS: Superintendent Koch reported that the Illinois State Board of Education (ISBE), the Attorney General’s Office, and the Governor’s Office this year conducted the first statewide internet safety contest in Illinois in response to legislation, effective January 1, 2009. The purpose of this contest was to raise awareness about how to protect children who use the internet and prevent the overall misuse of technology throughout the State. This year’s theme focused on cyberbullying. Students were to address any issue related to cyberbullying. The hope was to engage all students in the State and to make this a fun activity that encouraged the appropriate usage of digital technology. Superintendent Koch acknowledged the work of all the agencies and staff involved in the process.

Dr. Fields stated that although the Board will be officially adopting the resolutions tomorrow, the Committee would like to recognize the first place winners of the Illinois Youth Internet Safety Contest today as follows:

- **Sophia Short**, a student from Illini Central Grade School, in Mason City, received first place in the 2010 Illinois Youth Internet Safety Contest for a poster, Grades 1-3.
• Alexis Williams, Isaiah Logan and Nathan Chiti, students from Lindsay Elementary School in Springfield, received first place for Electronic Media, Grades 4-6.

• Reilly Stiver, a student from Lincoln Magnet School in Springfield received first place for a poster, Grades 4-6.

• Katlyn Gerdes, Dani Zerfas and Sarah Sepanski, students from Franklin Middle School in Springfield, received first place for Electronic Media, Grades 7-8.

• Jacob Schisler, a student from Astoria Community Unit School District #1, received first place for a poster, Grades 7-8.

• Samantha Miranda and Christina McGrath, students from Queen of Peace High School, Archdiocese of Chicago in Burbank, received first place for a poster, Grades 9-12.

• Kit Willadsen, Stuart Stoffregen, Anton Malovany and Conor Westrate, students from Geneva H.S. in Geneva, received first place for Electronic Media, Grades 9-12.

ISBE staff members Marci Johnson and James Walsh then announced to the Board the overall winners of the contest: Kit Willadsen, Stuart Stoffregen, Anton Malovany and Conor Westrate. Members of the group reported that they had a previous assignment from their school on cyberbullying, and they felt very strongly about this project when they heard about it. They are troubled by the current generation and the propensity for cyberbullying. The group composed original music and lyrics for the project.

The winning video was shown to the Committee and audience, and Dr. Fields complimented all the winning students on this statewide recognition. The students, educators and families will be honored at a reception to be held at the Executive Mansion later this afternoon.

VI. TEACHER CERTIFICATION BOARD RECOMMENDATIONS: The purpose of this agenda item is to consider the State Teacher Certification Board’s (STCB) recommendation for approval of McKendree University’s physical education program recommended by the respective specialized professional associations (SPAs) and the approval of a new program from University of Chicago. The Board members had no comments at this time, and this item will move on to the plenary session.

VII. CALUMET PARK #132 AGREEMENT WITH ISBE: Superintendent Koch began by thanking Gary Lieder and John Perkins for the work they have done with Calumet Park #132. Mr. Lieder noted that the district has vastly improved in the last four years. In addition to a $5 million fund balance, the district was also fully staffed this year. He thanked ISBE staff for their support in working with the district, as it has been a difficult process. Mr. Lieder then reviewed highlights of the agreement for the Committee (the complete agreement can be found in the Board packet).

Dr. Hall asked about the financial plan and amount of staff turnover. Mr. Lieder noted that they are working on stabilizing staff, and that they are hopeful that their improvements will inspire long-term employment in new staff being hired. Linda Riley Mitchell noted that the district has made marked improvement financially in the last four years.

Dr. Koch pointed out that the most important aspect of this kind of voluntary oversight is the sustainability of the improvements over time. Dr. Hall complimented the district and the ISBE team for their work. This item will move on to the plenary session tomorrow.
VIII. STRATEGIC AGENDA UPDATE

Superintendent Koch provided the following updates:

- The Agency has been working on preparing the second round application for Race to the Top. Ample time has been allowed for districts to ask questions and provide comments. As of today, 182 districts have signed on, and 102 have all three signatures needed for this round, including union signatures. Dr. Koch noted some revisions in the Round II application compared to what was submitted in Round I. Adjustments have been made to the budget - some items have been removed or reduced and some items have been added.

- In June, the Board will be reviewing Learning Standards, and the rulemaking process will begin.

- The Performance Evaluation Advisory Council is moving forward.

- A Growth Model Task Force is beginning, and the first meeting will be held in June.

Beth Hanselman reported on the following:

- The 2007-2008 Annual State Report on Special Education Performance was shared with the Board.

- The HJR 24 Special Education Funding Task Force will have a report by the end of June.

Susie Morrison highlighted the items below:

- The 5th Annual High School Challenge Conference will be held on June 14-15, 2010 in Bloomington.

- The Gifted Education Seminar Training Report was distributed, and Jane Quinlan was commended for her positive work.

IX. COMMITTEE AGENDA PLANNING/ADDITIONAL ITEMS: No additions were made to the agenda.

X. ADJOURNMENT: Dr. Vinni Hall moved to adjourn the meeting and Lanita Koster seconded; the motion was carried and the meeting adjourned at 1:15 p.m.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Linda Tomlinson, Ph.D., Assistant Superintendent

Agenda Topic: Program Approvals
   Judson University’s Early Childhood Special Education program,
   Rockford College’s Early Childhood program,
   Bradley University’s blended Early Childhood/Elementary program,
   Lewis University’s Early Childhood Special Education program
   Millikin University’s unit accreditation

Materials: State Teacher Certification Unit Accreditation and Program Approval

Staff Contact: Patrick Murphy, Division Administrator

Purpose of Agenda Item
The purpose of this agenda item is to consider the State Teacher Certification Board’s (STCB) recommendation for approval of Judson University’s Early Childhood Special Education program, Rockford College’s Early Childhood program, Bradley University’s blended Early Childhood/Elementary program, and Lewis University’s Early Childhood Special Education program; and to consider the State Teacher Certification Board recommendation for the unit accreditation of Millikin University.

Expected Outcome(s) of Agenda Item
The State Board will vote to accept the recommendation of the STCB for approval of the four new programs [Section 25.145 (d) (1)] authorizing the institutions to conduct the programs and recommend candidates for certification by entitlement. The State Board will vote to accept the recommendation of the STCB for accreditation and approval of Millikin’s educational unit [Section 25.125 (j) (1)] and programs and [Section 25.127 (j) (1) (A)]

Backgrounds

Judson University
Judson University is an established Illinois-approved teacher preparation institution that offers undergraduate programs in early childhood education, elementary education, and secondary education. The new program proposal for Early Childhood Special Education was presented in the format requested by the State Teacher Certification Board and provides an overview of the knowledge base and how the outcomes relate to the conceptual framework; a description of the course of study, including the field experiences and clinical practice components; assurances that the current Illinois standards for special education will be met; a description of the program assessment system; the program faculty and their expertise in this field; and the resources that will be available to support the program and candidates in the program. The State Teacher Certification Board recommends to the State Board the approval of this program [Section 25.145 (d) (1)].

Rockford College
Rockford College is an established Illinois-approved teacher preparation institution that offers undergraduate and graduate programs in elementary education, secondary education, and reading specialist. The new program proposal for the Early Childhood was presented in the format requested by the State Teacher Certification Board and provides an overview of the
knowledge base and how the outcomes relate to the conceptual framework; a description of
the course of study, including the field experiences and clinical practice components;
assurances that the current Illinois standards will be met; a description of the program
assessment system; the program faculty and their expertise in this field; and the resources
that will be available to support the program and candidates in the program. The State
Teacher Certification Board recommends to the State Board the approval of this program
[Section 25.145 (d) (1)].

Bradley University
Bradley University is an established Illinois-approved teacher preparation institution that offers
undergraduate programs in early childhood, elementary education, secondary education, and
LBS I, and graduate programs in School Counseling and General Administrative - Principal.
The new program proposal for the blended Early Childhood/Elementary program was
presented in the format requested by the State Teacher Certification Board and provides an
overview of the knowledge base and how the outcomes relate to the conceptual framework; a
description of the course of study, including the field experiences and clinical practice
components; assurances that the current Illinois standards will be met; a description of the
program assessment system; the program faculty and their expertise in this field; and the
resources that will be available to support the program and candidates in the program. The
State Teacher Certification Board recommends to the State Board the approval of this
program [Section 25.145 (d) (1)].

Lewis University
Lewis University is an established Illinois-approved teacher preparation institution that offers
undergraduate and graduate programs in elementary education, secondary education, and
LBS I, and graduate programs in Reading Specialist, School Counseling, General
Administrative – Principal, and Superintendent. The new program proposal for the Early
Childhood Special Education program was presented in the format requested by the State
Teacher Certification Board and provides an overview of the knowledge base and how the
outcomes relate to the conceptual framework; a description of the course of study, including
the field experiences and clinical practice components; assurances that the current Illinois
standards will be met; a description of the program assessment system; the program faculty
and their expertise in this field; and the resources that will be available to support the program
and candidates in the program. The State Teacher Certification Board recommends to the
State Board the approval of this program [Section 25.145 (d) (1)].

Millikin University
Millikin University is an established Illinois teacher preparation institution that offers
undergraduate programs in early childhood, elementary education, secondary education, and
school nurse.

A National Council for Accreditation of Teacher Education (NCATE) Board of Examiners
team conducted an on-site continuing accreditation review of Millikin University on
February 6 -10, 2010. As per the Illinois administrative rules, Section 25.125 (d) (2), the
NCATE team was accompanied by a designee of the State Board of Education who
served as a consultant and ex officio member to ensure that the applicable Illinois
standards, procedures, rules, and statutes were addressed.

Program reviews were conducted by the NCATE specialized professional associations
(SPAs) and ISBE in advance of the on-site accreditation review. As applicable, rejoinders
were submitted by Millikin University to the NCATE SPAs, and the program
recommendations were submitted to the State Teacher Certification Board for
consideration on June 3 - 4, 2010, as defined by Section 25.127 (j) (1) (A).
With regard to unit accreditation, the Certification Board reviewed the NCATE team report and the university’s agreement letter [Section 25.125 (j) (1)].

Based on the review of these documents, the Certification Board recommends to the State Board of Education that Millikin University be assigned accreditation with the following unit accreditation findings.

**Standard One: Met**
**Standard Two: Met**
**Standard Three: Met**
**Standard Four: Met with Area for Improvement**
- Candidates who are placed in field and clinical experiences in the Johns Hill Elementary Magnet School do have experience with ELL. Other candidates, particularly candidates in secondary programs, do not have this opportunity.
**Standard Five: Met**
**Standard Six: Met**

The program approval process includes a review of the program reports prepared by the NCATE Specialized Professional Associations (SPAs) and the ISBE program responses.

Based on these reviews, the State Teacher Certification Board recommends approval of the following programs at Millikin University [Section 25.127 (j) (1) (A)]:
- Early Childhood
- Elementary Education
- English Language Arts
- Mathematics
- Music
- Physical Education
- Science – Biology
- Science – Chemistry
- Social Science – History
- School Nurse

**Relationship to/Implications for the State Board’s Strategic Plan**
The approval of the professional preparation programs has linkage to Goal 2: To ensure that every student will be supported by highly prepared and effective teachers and school leaders, policies and processes have been implemented that support preparation programs with a focus on instruction and student learning. These standards-based programs will prepare educators with expertise in discipline-specific content areas and ensure that teachers and administrators demonstrate best practices to help all students learn.

**Implications for Policy, Budget, Legislative Action and Communications**
- **Policy:** See above
- **Budget:** None
- **Legislation Action:** None
- **Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**
Approval of the programs will authorize the universities to entitle graduates for the programs as listed.

**Superintendent’s Recommendations**
I recommend that the following motions be adopted:

**Motion 1**
In accordance with Section 25.145 (d) (1) of the State Board’s administrative rules on review of new programs, the State Board of Education provisionally approves Judson University’s Early Childhood Special Education program, Type 04, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

**Motion 2**
In accordance with Section 25.145 (d) (1) of the State Board’s administrative rules on review of new programs, the State Board of Education provisionally approves Rockford College’s Early Childhood program, Type 04, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

**Motion 3**
In accordance with Section 25.145 (d) (1) of the State Board’s administrative rules on review of new programs, the State Board of Education provisionally approves Bradley University’s Early Childhood/Elementary program, Type 04 and Type 03, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

**Motion 4**
In accordance with Section 25.145 (d) (1) of the State Board’s administrative rules on review of new programs, the State Board of Education provisionally approves Lewis University’s Early Childhood Special Education program, Type 04, thereby authorizing the university to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

**Motion 5**
In accordance with Section 25.125 (j) (1) of the State Board’s administrative rules on accreditation of educational units, the State Board of Education assigns Millikin University continuing accreditation.

The State Board of Education recommends that the specific professional education preparation programs listed above for Millikin University be awarded continuing approval as they meet the applicable Illinois content area standards. This action is in accordance with Section 25.127 (j) (1) (A) of the State Board’s administrative rules on review of individual programs.

**Next Steps**
Judson University, Rockford College, Bradley University, Lewis University, and Millikin University will be notified regarding the State Board’s decision. The State Teacher Certification Board will also be notified, and the State Board’s Directory of Approved Institutions and Programs will be updated to reflect the accreditation status.
TO: Illinois State Board of Education  
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education  
Agenda Topic: Strategic Plan Update - 2010  
Materials: DRAFT Strategic Plan Report to Governor Quinn and Illinois General Assembly  
Staff Contact(s): Susan C. Morrison  
Matt Vanover  

Purpose of Agenda Item

The purpose of this agenda item is for the Board to discuss and approve a report on the progress of the Strategic Plan as required by PA 93-1036.

Expected Outcome(s) of Agenda Item

The Board is expected to review and approve the report on the progress of the Strategic Plan.

Background Information

The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing 5-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the Strategic Plan to the Governor and the Illinois General Assembly on or before July 1 each year.

Superintendent’s Recommendation

The Superintendent recommends approval of the Draft Strategic Plan Report. After discussion in the Education Policy Planning Committee meeting, the Board will direct staff to make any additional revisions prior to the deadline for submittal. Pending that discussion, the Superintendent recommends the following motion be adopted:

The State Board of Education hereby approves the Draft 2010 Strategic Plan Report (as presented, or as revised) per discussion in the Education Policy Planning Committee meeting.

Next Steps

Staff will forward the approved Strategic Plan Report to the Governor and General Assembly as required by PA 93-1036.
June 30, 2010

The Honorable Governor Pat Quinn
The Honorable Members of the Illinois General Assembly
State House
Springfield, Illinois


Dear Governor Quinn and Members of the General Assembly:

In 2005, pursuant to Public Act 93-1036, the Illinois State Board of Education developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. The Plan focused on three primary goal areas: enhancing literacy; improving educator quality for all children; and expanding data-driven management and school support practices.

The Strategic Plan is meant to be an evolving document that supports the alignment of our resources, focus and energy toward common goals. The Illinois State Board of Education monitors progress on the initiatives and evaluates the Plan on an annual basis. In August 2008, after an analysis of current data and emerging trends, the Board decided to reassess the vision of the Strategic Plan and strengthen and align its goals with the changing educational demands of preparing students for success in careers and college in the 21st Century.

The Board believes that in order to meet the needs of all students over time the Strategic Plan must be flexible to meet the challenges and opportunities that currently exist and those that will present themselves in the future. Currently, schools in Illinois are owed nearly $1.5 billion from the state and education is in crisis. The Board’s foresight in the development of its Strategic Plan positioned our state well to receive and compete for funding under the American Recovery and Reinvestment Act of 2009.

Our Illinois and national economies are suffering from a crisis the likes of which has not been seen since the Great Depression of the last century. Federal funding to prevent cuts to education was made available to states’ that agreed to certain reform conditions through the American Recovery and Reinvestment Act. Supported by the Board’s vision and leadership, Illinois was already focusing on reforms that paralleled these provisions and was among the first states’ in the nation to receive State Fiscal Stabilization Funds. To date, the agency has processed more than $2 billion in stimulus funding for schools with no additional agency staff.

In addition to federal stimulus funds already received the Board’s mission and goals have allowed us to prepare a comprehensive proposal for the federal Race to the Top competitive grant, placing Illinois into contention to receive an additional $400 million. Our Phase I application received national recognition as we placed fifth in the competition, and our Phase II application submitted June 1, 2010, is strengthened by the willingness of 523 districts to partner with the Board in the strategic direction it is guiding education in Illinois.
The Strategic Plan creates an accountability framework that makes it clear to Illinois citizens the priorities of the agency and the Board. The enclosed report details progress on the Strategic Plan and the initiatives.

We know that our work will never be done and we maintain a strong commitment to supporting a quality education system that is the foundation of a strong democracy and a healthy economy. Despite the hard work ahead, great things are happening in Illinois education.

- Illinois was selected to receive the first ACT Systems of Excellence award in FY 2010. This award was given to the state for dramatically improving the college and career readiness of all students.
- The statewide averages for student performance on all tests administered by the state as part of the NCLB accountability requirements increased over last year.
- The number of Illinois students taking and passing Advanced Placement exams increased in 2009. Illinois also ranked in the upper half of the nation for number of high school seniors – 15.9 percent – who scored 3 or higher on an AP exam in 2009 according to the sixth annual AP Report to the Nation. In addition, participation among all categories – by gender, ethnicity and economic class – increased in Illinois.
- 975 schools made the Illinois Honor Roll for their continued academic progress, including 90 schools that were recognized for the sixth or seventh consecutive year.
- 39 schools and 3 districts were removed from improvement status by making Adequate Yearly Progress for two consecutive years and 53 schools and 9 districts in improvement status will not advance to further sanctions because they achieved performance targets.
- Illinois ranks fourth in the nation for having the highest number of teachers achieving National Board Certification in 2010.

The Board thanks you for your dedication to public education in Illinois. The best investment we can make is in our children. Educated children become well informed adults who participate in the social, economic and civic lives of their communities. We look forward to working with you to as we continue to implement our plan and work with our many stakeholders to improve outcomes and opportunities for Illinois students.

Sincerely,

Jesse H. Ruiz, Chairperson  
Christopher A. Koch  
State Board of Education  
State Superintendent of Education
Illinois State Board of Education
Comprehensive Strategic Plan Initiatives

The Illinois State Board of Education (ISBE) first developed a Strategic Plan in 2005 as required by Public Act 93-1036. The members of the Board are committed to developing an education system that prepares every student to succeed in college and careers and relish the challenge their appointments provide them.

Members of the Board believe that the Strategic Plan should be revisited frequently as the real benefit of strategic planning is the process, not the document. In the summer of 2008 the Board recreated their vision for education in Illinois, establishing goals and a mission to guide members and agency employees as they work to ensure a quality education for every child.

Just as education and our economy evolve so must our Strategic Plan. It must be flexible enough to meet the serious economic challenges we face today as well as the changing stakeholder demands and expectations. This five-year look into the future should contain the goals and initiatives that drive the actions of the agency each and every day. The mission statement is as follows:

*The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.*

To support this mission statement, the Board agreed upon three broad goals that provide focus to our work in the agency.

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

This mission and these goals were developed in August 2008 to drive the everyday activities of the agency and to support the alignment of resources, energy and initiatives in a single direction.
During FY 2010 the Board and agency staff spent countless hours developing an application for the federal competitive grant program, Race to the Top. Illinois was well positioned by the Board’s vision and focus for education reform to develop a comprehensive application intended to drive education reform in Illinois for the next 10 years and beyond.

The mission and goals developed by the Illinois State Board of Education placed Illinois’ education community on a trajectory that tracks closely with the goals outlined in the federal Race to the Top competition. Those four goals include:

- internationally benchmarked standards and assessments;
- data systems to support instruction;
- great teachers and leaders; and
- intervention in the lowest-performing schools and districts.

Illinois’ application is the result of an unprecedented collaboration between Governor Quinn, members of the General Assembly, the State Board, agency staff, statewide associations representing management, teachers, parents, business and education stakeholders, and local educators. This incredible cooperation has resulted in the enactment of groundbreaking legislation that calls for the development of new rigorous teacher and principal evaluation systems that incorporate student growth as a significant factor, allows for alternative certification programs to operate independently from higher education, establishes a comprehensive framework and governance structure for the State longitudinal education data system, doubles the number of charter schools authorized to operate in Illinois and overhauls the State's principal preparation and certification requirements.

During the next year agency staff will be working to develop additional comprehensive strategies that will enable the Board to better fulfill its mission and meet the goals it has set out for itself. Even as budget constraints weigh heavily on the minds of Board members and staff, the focus of the agency remains on the goals created by the Board that will result in improved outcomes and opportunities for Illinois students. In doing so, the agency plans to move forward with continued implementation of these goals in FY 2011.
Goal One: Every student will demonstrate academic achievement and be prepared for success after high school

Illinois Statewide Longitudinal P-20 Data System

ISBE, through a cooperative agreement with the U.S. Department of Education, is actively developing the Illinois Statewide Longitudinal P-20 Data System (ILDS). The multi-year ILDS project is establishing the technical and management systems necessary for ISBE and its education partners to manage, link and analyze P-20 education data. The Illinois State Board of Education has been awarded two federal grants to develop this system, including a nearly $12 million grant in May of 2010 and a $9 million grant in April 2009.

In recognition of the importance of this initiative a key piece of legislation, Illinois Public Act 96-0107 is now in place. The act authorizes and directs ISBE, the Illinois Community College Board and the Illinois Board of Higher Education to implement the systems and practices necessary to build the longitudinal data system.

The ILDS project is building an enterprise-wide data architecture that will serve as the blueprint for the construction and implementation of an education-enterprise data warehouse. The data warehouse will allow for student-level data maintained by ISBE to be linked to other student-level and P-12 education data. LEAs will be able to obtain numerous additional data reports and have expanded ability to perform longitudinal data analyses using data maintained by ISBE. Included in the warehouse will be a Data Mart specifically for federal reporting that draws data from multiple systems and significantly reduces the reporting burden on the state and local districts.

The ILDS Data Advisory Committee (DAC), a broad-based group of stakeholders, will advise ISBE and its education partners on data use and management. This group is comprised of members from statewide education partners representing early learning, teachers, principals and administrators, postsecondary, research and work force and employment organizations. Through membership in the DAC, partner organizations are able to participate directly in the development of project requirements that will shape how ILDS will be used to inform education. The DAC will assist with data governance and data coordination across agencies, and will facilitate the implementation of joint data
activities. The committee meets on a regular basis, and will continue to support the project and other ISBE initiatives throughout the life of the ILDS project.

ISBE is building a network of data stewards with responsibility for data quality and management for all ISBE centers. The data stewards will identify business rules for the centers, develop plans for improving the accuracy of submitted data, establish processes of statistical checks for LEA data submissions and expand LEA training opportunities to improve data quality. These resources represent further ISBE commitment to the collection and use of high quality education data, and for the support of the users that will draw on the data in the performance of their activities.

As part of the project, ISBE and its education partners will build on existing efforts to enable use of the ISBE unique student identifier for linkages with postsecondary and employment data. Key data sharing agreements have been put in place between ISBE, the Illinois Community College Board, the Illinois Board of Higher Education and the Illinois Shared Enrollment and Graduation Consortium that enables the sharing and linking of data. The agreements define the mechanisms and approaches for sharing this education data while meeting the requirements and conditions of the Family Educational Rights and Privacy Act (FERPA) and state privacy protection laws. Per the agreements, ICCB and IBHE are updating their information systems to support the capture of the ISBE student identifier to accomplish this linking.

ISBE is also participating with IBHE and ICCB as they form a Higher Education Consortium (HEC) that is working to establish data sharing among public, private, and proprietary postsecondary institutions. This effort will simplify the process of linking data with postsecondary institutions, by seeking the participation of these institutions in a central data repository of higher education data. Along with activities that will result in the addition of the ISBE student ID to transcript data, the linking of P-12 with postsecondary data is greatly facilitated through this initiative.

The development of the ILDS is a critical step in the building of a data driven decision-making environment to inform our education practices. Development of the ILDS will continue through 2013.
Revising Illinois Learning Standards

The Common Core State Standards Initiative was introduced nationwide shortly after Illinois had identified and convened an English Language Arts (ELA) and Math team of high school teachers and postsecondary instructors to guide our standards revision process. This collaborative method was essential to ensure career and college readiness is embraced and understood at various levels so that every student has the supports to complete high school career and/or college ready.

Regional meetings were held in conjunction with ICCB and IBHE to offer the opportunity for educators to look at drafts and offer comments on the Common Core. The comments from the four regional meetings were collected and submitted to the Council of Chief State School Officers (CCSSO).

The release of the final Common Core Standards on June 2, 2010, initiated an informational campaign designed to inform and educate stakeholders. The dialogue among secondary and postsecondary educators offered insight into the upcoming information and implementation phases for the Common Core Standards. The development of informational resources for statewide distribution is currently under way. ISBE and its education partners will work collaboratively and diligently to address issues of transition to the new standards and the implementation at the local level.

Various phases for implementation of the new standards will be detailed further as assessment systems are designed and further refined. Professional development will be made available in cooperation with the Regional Offices of Education and Intermediate Service Centers. ISBE will convene a group of teachers in the summer of 2010 to complete a gap analysis to demonstrate differences between current Illinois standards and the Common Core. The process will utilize a tool developed and provided by Achieve Inc. This analysis will be shared statewide and used to inform curriculum and instructional matters at the state and local levels.

The P-21 partnership will further present an opportunity to highlight necessary skills for students in Illinois to be college and career ready. The integration of 21st century skills will be communicated as fundamental to curriculum and instructional enhancements. The P-21 State Leadership Network will be utilized as a resource to identify tools that will highlight real world applications and align project based work with the Common Core Standards.
Common Core Standards and Assessments Initiatives

As Illinois moves forward on Common Core Standards, new assessments will be developed. Illinois is working with a consortium of a majority of the states to develop new assessments based on the common core standards. These assessments are expected to go beyond the traditional paper-pencil fill-in-the-bubble tests. They will incorporate new innovative computer-based items and more extensive constructed response items. The alignment between curriculum, instruction and assessment will be stronger and better articulated. Implementation of the new assessment system is expected in 2014-15.

Access for All Students

ISBE continues to make accommodations available through its state assessments for students with needs documented in a Section 504 Plan or Individualized Education Program (IEP) and for students with limited English proficiency. The numbers presented below are approximations.

The following alternate test formats were distributed for the Illinois Standards Achievement Test:
- Reader scripts – 103,000
- Audio CD-ROMs or audiocassettes – 5,400
- Large print – 1,000
- Braille – 100

The following alternate test formats were distributed for the Prairie State Achievement Examination:
- Reader script – 2,500
- Audio DVD or audiocassette – 5,000
- Large print – 200
- Braille – 20

Additional Accommodations for Students with Limited English Proficiency

Three additional accommodations were made available on the Illinois Standards Achievement Test:
- Linguistically modified (LM) forms were developed for the mathematics and science assessments. Approximately 58,300 Form LM tests were distributed for student use. (Note: Linguistically modified items are not easier than their counterparts. Rather, linguistic modification reduces or eliminates unnecessary
complex language that interferes with students’ abilities to demonstrate content knowledge.)

- The mathematics short answer and extended response items were translated into Spanish.
- Students were allowed to respond to the mathematics and reading short answer and extended response items in Spanish. A total of 7,227 students took advantage of this accommodation.

One additional accommodation was provided for the Prairie State Achievement Examination:
- An audio DVD in Spanish was made available for the mathematics and science portions. This translated version was expected to be utilized by between 500 and 1,000 students.

**CTE Curriculum Revitalization**

ISBE is working with Career/Technical Education (CTE) stakeholders to revitalize CTE curriculum to infuse courses with 21st century literacy skills and meet core academic requirements, including the newly adopted Common Core Standards. This initiative, which is a partnership between ISBE, the Facilitating Council for Agricultural Education, Illinois Office of Education Services and the Center for Agricultural Research and Training, is led by the Career and Technical Education Division.

The project, now in its fifth year, develops online tools that allow teachers to plan standards-based instruction, document the standards addressed in their curriculum, deliver it via an attractive contemporary online format, and assess student performance. The assessment data generated enables teachers to individualize instruction to the needs of students. Any Illinois teacher can access and use the online tools free of cost.

The project involves continuous consultation with educators, business and industry leaders from across Illinois and includes professional development activities for both teachers and guidance counselors.
Dropout Prevention Initiative

The Illinois Dropout Prevention Summit was held Wednesday, Nov. 4, 2009, at Illinois State University’s Bone Student Center with approximately 400 participants. The goals for the summit were for participants to:

- gain a deeper understanding of dropouts and the implications for their communities;
- develop dropout prevention plans for all stakeholders;
- share effective practices;
- develop measurable goals to increase the number of graduates. Participants received regional dropout data, research and materials to inform their discussions.

The impact of these summits will continue to evolve as each region builds on the work initiated as a result of the Illinois Youth and Adult Dropout Prevention Summits. Both events were informative for all partners and provided insight into relevant, timely issues faced by communities all around the state. It was clear the key to reducing the high school dropout rate in Illinois is having action plans that are owned by communities, parents and schools and recognizing that all three play a collaborative role in student success. There is no single approach that will be effective in every community. Each community and school needs to create and own their plan.

The planning committee has begun identifying the next steps in support of the efforts made by the regional groups at the adult summit. Partners will include State Farm, Boeing, Birth2Work, REL Midwest, Great Lakes Comprehensive Center, Illinois Business Roundtable, ISU/Center for Educational Initiatives, IL Principal’s Association and the IL PTA.

The Illinois P-20 Council recently established a Family, Youth and Community Engagement Committee with the purposes of:

1. raising awareness about issues and proposing recommendations to the P-20 Council,
2. providing opportunities for youth, families, and communities to have a voice in the deliberations, and
3. making recommendations to the P-20 Council about the integration of youth and family and community involvement in education at all levels, including out of school time.

The Family, Youth and Community Engagement Committee will take the lead in facilitating the implementation plan. Membership of the Committee includes both P-20 Council members, selected participants from the Summit Steering Committee and other recognized community stakeholder leaders.

Early Childhood Education

Illinois remains a national leader in supporting preschool despite the state fiscal crisis which led to a 10 percent reduction in the state-funded preschool program, reducing the number of children served. The National Institute of Early Education Research (NIEER) continues to recognize efforts in Illinois for funding high-quality preschool and promoting access to preschool.

A multi-year statewide system evaluation of the effectiveness of state-funded early childhood programs was launched in FY 2008. The study will provide information on the implementation of state-funded programs and their effectiveness in improving school readiness and later outcomes for young children. This project will conclude in FY 2011.

Preschool for All authorization was passed by the Illinois General Assembly and is expected to be signed into law by Gov. Pat Quinn. This will provide the flexibility to expand state preschool services beyond children who are at risk of school failure, as funding allows. Presently, all programs funded are serving primarily children who are at risk of school failure. This remains the first priority for eligibility.

Kindergarten Issues

The State Superintendent has initiated a study of kindergarten readiness, requesting the Ounce of Prevention Fund, Advance Illinois and the Erikson Institute to form a committee of stakeholders to examine the issue of kindergarten readiness, and to offer recommendations to ISBE for a Kindergarten Readiness Assessment (KRA). With planning funds from the McCormick Foundation, the committee has brought
representatives from Maryland, Colorado and Oklahoma to report on KRA work in those states. Future meetings will feature information on appropriate assessments in early childhood and reports of national efforts around this issue. The committee will prepare a report and recommendations for ISBE in late fall.

The Illinois State Response to Intervention (RtI) Plan

ISBE believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI), introduced in January 2008, is a general education instructional initiative which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

The process of identifying learning needs and providing appropriate and timely instruction is foundational to a successful education system. The academic success of all students is improved when instructional and behavioral goals are frequently monitored. Data derived from such monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

Districts have submitted RtI Plans through the Illinois Interactive Report Card website using the District Improvement Plan templates. ISBE staff provided feedback for all of those submitted plans and commissioned a study of them in order to better identify the regional needs of Illinois schools.

ISBE staff members continue to technical assistance to Illinois schools and districts in their transition to a system of RtI. The Illinois ASPIRE project has completed training throughout the state to staff from more than 600 school districts during the past year in order to prepare them for RtI implementation. Training sessions for regionally-placed RtI trainers and school staff will begin in summer in 2010 using the thirteen professional development modules developed by ISBE.
Illinois Virtual School


The newly-designed IVS was unveiled in August 2009. Included in the new design is greatly increased flexibility for schools and districts in locating and developing online course options for students. In various projects this year, IVS has reviewed all existing courses for alignment with the Illinois Learning Standards, converted to an enhanced reporting and learning platform, created after school courses and modules for Chicago Public Schools, and developed online professional development for Illinois educators.

In August 2010, IVS will add a Credit Recovery Program in response to the indicated needs of the schools it serves in addition to its traditional Advanced Placement and course offerings.

**Goal Two: Every student will be supported by highly prepared and effective teachers and school leaders**

**Better Preparing Teachers**

Effective, January, 2010, no individual will be permitted to take any state required test more than five times. Additionally, the State Board of Education set new passing scores for the Basic Skills test resulting in higher scores being required beginning September, 2010. Rules were also changed which would increase requirements for secondary endorsements that will take effect in 2012.
Advisory groups of stakeholders were convened during 2009-10 and recommended (a) revisions to the Illinois Professional Teaching Standards (IPTS) and (b) the development of the Illinois Educator Code of Ethics. The revised Illinois Professional Teaching Standards add a focus on special education and English language learners, as well as increased requirements in reading instruction for all teachers. Rules supporting the changes to the IPTS will go before the Board for adoption at the June meeting, and the rules process for the Educator Code of Ethics will begin in June 2010.

Stakeholders will be invited to discuss elementary and middle grade certification requirements in summer 2010. Stakeholders will also review clinical (student teaching) requirements, secondary content requirements, and certificate renewal.

Improving School Leadership

ISBE has been working collaboratively with IBHE and other stakeholders to redefine principal preparation with an increased focus on instruction. Specific requirements related to selection of candidates into the program, district partnerships, internship, resources, standards, and assessments were developed by various stakeholders as a result of recommendations made by the School Leader Task Force in 2008.

Public Act 96-0903, signed into law on June 1, 2010, requires that all principal preparation programs must be redesigned to meet new requirements no later than Sept. 1, 2012. The legislation further creates a “principal” endorsement that requires four years of teaching, with the State Board establishing by rule parameters for a reduced number of years if other qualifications are met. The legislation also allows not-for-profit entities to offer principal preparation programs separate from institutions of higher education. Those not-for-profit entities must meet the same rigorous standards as required by higher education.

Performance Evaluation of Educators

The Illinois State Board of Education worked with stakeholders to enact the Performance Evaluation Reform Act (PERA), which is a cornerstone of teacher and principal reform. PERA requires that evaluations of both teachers and principals (a) use a four category rating system, with no permissible waivers, and incorporate student growth as a significant factor. ISBE will develop a default evaluation template and student growth
must comprise 50 percent of the evaluation. The four evaluation categories are excellent, proficient, needs improvement and unsatisfactory.

PERA requires that the new principal evaluations are implemented in all school districts by the beginning of the 2012-13 school year; the implementation of the new teacher evaluations is staggered, with some school districts being required to implement by the beginning of the 2012-13 school year and statewide implementation completed by 2016.

The State Superintendent has appointed a Performance Evaluation Advisory Council to best ensure clear and rigorous systems to measure student growth and effective teacher and principal practice.

Alternative Certification

Legislation was passed in January, 2010, which resulted in changes to alternative preparation programs for teachers. Public Act 096-0862 allows for not-for-profit entities, operating separate from institutions of higher education, to be approved by the State Board of Education, in consultation with the State Teacher Certification Board, to offer alternative certification programs for teachers. Previously, the law established alternative certification programs for teachers, but only institutions of higher education could be an approved provider. Not-for-profit entities must meet the same rigorous standards as required by higher education institutions.

High School Reform Initiatives

Along with improving standards and assessments, the State Board of Education is working to improve student performance in our high schools through collaborative efforts with the High Schools That Work consortium and Project Lead the Way.

Through Project Lead the Way (PLTW), ISBE is working with the Department of Commerce and Economic Opportunity to support the advancement of Science, Technology, and Engineering and Mathematics (STEM) instruction in 113 high schools in Illinois. PLTW has a four-year sequence of courses which, when combined with college prep mathematics and science courses in high schools, introduces students to the scope, rigor and discipline of biomedical, engineering and engineering technology prior to college entry.
The University of Illinois is a critical partner to the PLTW effort and provides comprehensive professional development for teachers and counselors.

The High Schools That Work consortium is an organization committed to improving student performance in low-performing and urban high schools while raising standards in career and technical education and performance in all academic subjects.

**Integrated System for Student Achievement – Scaling Up in Illinois**

Illinois is one of three states, along with Minnesota and Oregon, partnering with the U.S. Department of Education and the National SISEP (Statewide Implementation and Scaling Up of Evidence Based Practices) Technical Assistance Center to scale up evidence-based practices. The central focus of this work is to create an infrastructure for implementation of any evidence-based practice. The goal is to assure the full and effective use of evidence-based practices and other innovations to benefit students in every school in Illinois.

Research over the past several decades has clearly indicated that a statewide infrastructure is required to make full, effective and consistent use of innovations in education.

The development of implementation teams at the state, regional and district level is the heart of this infrastructure. The science and practice of implementation has demonstrated the value of implementation teams, increasing success rates from 14 percent to 80 percent. Illinois’ state implementation team is working to create an infrastructure for implementation that will allow the ISBE, the Regional Offices of Education, Special Education Cooperatives and local school districts to systematically and reliably make full and effective use of current and future innovations.
Principal Mentoring

The purpose of the Illinois New Principal Mentoring Program is to provide new principals with the individualized mentoring support they need to successfully transition into effective leaders, and to improve the retention rate of principals in Illinois schools.

ISBE has been working in collaboration with the Illinois Principals Association to manage and implement the program for three fiscal years during the 2007-08, 2008-09 and 2009-10 school years. Services were provided to 495 new principals statewide in FY08; 426 new principals statewide in FY 09; and 324 new principals statewide in FY10.

Public Act (PA 94-1039) established a voluntary second year principal mentoring program if funding is available. Illinois Administrative Rules, 23 IAC 35 have been revised to address this new second year option, and will be official in June 2010.

Each mentor:
- Successfully completes the initial training and all ongoing professional development activities;
- Dedicates sufficient time (no less than 50 hours) to mentoring to meet program requirements and serve the needs of the new principal;
- Is available to the new principal as specified by mentoring entity expectations and the needs of the new principal;
- Creates, develops and maintains an effective, professional mentoring relationship with the new principal;
- Documents the types and duration of mentoring activities and outcomes;
- Makes regular reports of status and progress in the mentoring process to the appropriate mentoring entity and ISBE; and
- Completes a final evaluation report as required by the mentoring entity and ISBE.

Through the mentoring process, new principals are matched with an experienced principal who provides on-the-job guidance and helps new principals develop competencies in a broad array of leadership skills and practices aimed at improving teaching and learning in their schools. The mentoring relationship provides focused and rigorous support to the new principal that is designed to result in increased student performance.
First-Year Teacher Support

ISBE continues to collaborate with higher education, Regional Offices of Education, the Illinois Education Association, Illinois Federation of Teachers, and other entities to support new teacher induction and mentoring. Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs have been developed to set a framework to assist in the development of mentoring programs designed to meet the needs of new teachers and focus on improved instruction and student learning.

ISBE continues to support the Beginning Teacher Induction Programs. In FY 10, $9.38 million dollars was appropriated to continue funding pilot programs in order to ascertain best practices for induction and mentoring of first and second year teachers. Through an Intergovernmental Agreement, the Illinois New Teacher Collaborative (INTC) has been charged with oversight of the pilots. In addition, INTC produces a year-end report that summarizes the work of the programs and denotes strengths and weaknesses of the various models in order to identify best practices. The number of programs has continued to grow since FY 07. The total FY 10 funding for 64 programs is $7,280,000, and are located throughout the state with 36 programs north of I-80, 20 programs centrally located, and 8 programs south of I-70. There are approximately 4,334 new teachers being mentored in 356 Illinois School Districts. There are 2,375 first year teachers and 1,959 second year teachers represented in the total. Illinois has 2,497 mentors serving first and second year teachers through the Beginning teacher induction program.

INTC continues to provide oversight of the programs. Data is being collected by INTC, SRI International, and the Illinois Education Research Council to further study the selection of mentors, training of mentors, types of programs, how mentoring is being implemented, and how programs impact retention of teachers and support of instruction.

Develop Framework for Induction and Mentoring

The agency reviewed the existing induction models in order to develop a framework to provide high quality induction and mentoring programs for access by all new teachers in the state.
The Illinois Induction Program Continuum was finalized in February 2010. The goal of the workgroup which designed this document was: “From the outset, our goal has been to craft a useful document that will prompt both thinking and action around the professional needs of new teachers in the state. Our aim is for this document to be used as a formative assessment tool as opposed to a summative assessment tool. In that regard, this document may be used effectively to promote program development through an ongoing cycle of continuous improvement.”

Early Childhood Principal Mentoring

A total of 140 principals participated in four new early childhood Administrators Academy workshops offered through the partnership with the Regional Offices of Education and the Illinois Principals Association. Workshops were conducted by a team consisting of a Regional Superintendent, a principal of an early childhood building in a school district and a coordinator of a large preschool collaborative. Coursework was approved by ISBE and included: Embracing and Advocating High Quality Early Childhood Education and Engaging the Family and the Community. A third course on Environment, Curriculum and Assessment is pending approval from ISBE.

Bilingual Teacher Recruitment

The Exchange Visitor Program (EVP) began as a partnership with the Ministry of Education and Science of Spain and the Illinois State Board of Education in 1999. The purpose of the partnership(s) is to enhance understanding between the people of the United States and the people of other countries through educational and cultural exchanges. The benefits of this program include: improving the instructional skills of Spanish and bilingual teachers within the state of Illinois and providing highly qualified teachers to address the need for teachers in various instructional areas.

In an effort to address the lack of needed bilingual teachers in Illinois, the critical need for highly qualified bilingual language arts and reading teachers, and instruction in the history and culture of the English language learning students’ native countries, ISBE began exploring the development of additional international exchange programs with other countries targeting the languages spoken in the bilingual education programs statewide.
In 2007, ISBE researched and evaluated the scope of activities needed to recruit teachers from Mexico; and in January 2008, ISBE formalized the MOU with Mexico’s Chicago Consulate offices to expand the Exchange Visitor Program (EVP). To date, 519 teachers from Spain and Mexico have participated in the EVT Program.

ISBE recognizes the economic and cultural value of an EVP in Illinois and continues to evaluate other potential benefits in establishing an MOU with additional countries. These international partnerships may begin with a small cadre of teachers but will enhance teaching and learning for all teachers and students in the participating districts by promoting the exchange of ideas in the fields of education, economics, science and interculturalism.

Statewide System of Support

The Statewide System of Support consists of a network of 10 entities spanning 10 regions in the state and includes the Illinois Association of School Administrators, the Illinois Principals Association and the Illinois Association of School Boards.

The assistance provided through the Statewide System of Support includes programs and processes representing best practices in four improvement areas:

- Data analysis and school and district improvement planning
- Standards aligned curriculum, instruction and classroom assessment
- Teacher and administrator enhancement
- Student, family and community support services

During the past year, Illinois has been participating as a Pacesetting State, which is an initiative of The National Network of State School Improvement Leaders — facilitated by the Council of Chief State School Officers (CCSSO) and the Center on Innovation and Improvement (CII). By choosing to participate in the academy, the state expresses its desire to strive for excellence, and devotes sufficient resources and attention to make a high-quality statewide system of support a reality.

A focus of the program is on leveraging existing resources, both personnel and funding, of the state systems to more effectively (and efficiently) support improvement efforts of schools and districts in each of their states. This organizational structure has created the opportunity to fully examine and identify specific ways to better serve all schools, especially those most in need of support and assistance. The implementation of identified
strategies will be integrated into a comprehensive approach to school improvement and support. The Center for School Improvement will provide expertise, support, oversight and coordination for the redesigned Statewide System of Support.

Goal Three: Every school will offer a safe and healthy learning environment for all students

Educator Misconduct

ISBE has made it a priority in recent years to provide agency staff with the resources to investigate evidence of teacher and administrator professional misconduct. Historically, the agency has not had the necessary resources for these types of investigations, nor has there been an effective reporting mechanism for the agency to be notified when accusations of misconduct arise.

Within the past few years, ISBE has made great strides to address educator misconduct. In FY09, for the first time and at the specific request of the State Board, the agency budget included a dedicated line item to address “Educator Misconduct.” The line item was funded in FY09 at $375,000 and was funded in FY10 at the same level. With funds from this line item, ISBE has been able to retain an outside legal firm to handle investigations of alleged educator misconduct and, where appropriate, to prosecute matters before hearing officers.

Additionally, during FY09, the State Board adopted as one of its legislative proposals SB 2071, which was signed into law Aug. 13, 2009, as Public Act 96-431. This initiative:
- clarifies and streamlines the investigation and hearing system;
- improves the reporting of information of actual and possible misconduct to the State Board; and
- adds training requirements for school districts related to educator ethics and teacher-student conduct.

The State Board and Agency staff continue to make sure that allegations of educator misconduct are reviewed, investigated, and, where appropriate, prosecuted, so that individuals found to have engaged in misconduct are sanctioned.
Multi-Hazard Emergency Planning for Schools

School districts face an ever-increasing list of potential risks and hazards in their school buildings, on campus and student transportation. Educators must learn not simply to react to these incidents, but to plan for a variety of threats and respond as a team. In nearly every school crisis, educators are the first responders and must be prepared to manage the emergency until help arrives. Once the emergency responders arrive on scene, educators must work collaboratively with them to ensure the safety and accountability of the students, staff and faculty. During emergencies, educators are required by law to remain in “Loco Parentis,” responsible for the safety of students in their care, until the students are reunified with their parents or guardian.

Since 2005, ISBE has sponsored more than 148 free training sessions, reaching more than 810 public school districts in Illinois, or about 92 percent of all districts in the state. More than 6,500 Illinois educators have attended one or two-day training sessions as part of ISBE’s “Multi-Hazard Emergency Planning for Illinois Schools.” In addition, ISBE has trained educators in more than 483 non-public schools and will continue to expand training for non-public Illinois schools in the coming year.

School officials and local emergency responders can attend a one day Administrator Academy approved course, which includes the mandates of School Safety Drill Act, identifies the minimal components of the School Emergency and Crisis Response Plan, formation of school-based emergency management teams and responses to critical incidents. Also available is a more intensive two-day course that addresses development of the school emergency plan, risk and hazard assessment, developing exercises to test the plan, continuity of operations, disaster recovery and response procedures to emergencies. The curriculum for these trainings is continually updated to reflect best practices and lessons learned from actual school incidents.

New course offerings include Student Behavioral Threat Assessment and Understanding and Responding to School Bomb Incidents. The purpose of student threat assessment is to identify students exhibiting threatening or aberrant behaviors, assess the risk of threat and provide appropriate interventions and case management to reduce the risk of violence. The school bomb incident course is designed to address issues and considerations involved in developing a safe and effective school bomb threat response plan annex as part of the School Emergency and Crisis Response Plan.
School Collaboration With Local Police and Fire Services

The School Safety Drill Act and ISBE encourage schools to work together for the safety of children. Requirements for evacuation drills include cooperation and collaboration with local fire departments. At least one of the three mandated evacuation drills shall require participation of the appropriate fire department or district to observe and certify the drill was conducted.

Amendments to the SSDA beginning in 2009 require schools to conduct at least one Law Enforcement Drill, which prepares school personnel to effectively handle imminent threats requiring a law enforcement response such as intruders, bomb threats, suspicious persons or hazardous materials. Lockdown drills should be conducted in every school, and all staff faculty and students should be made aware of immediate response actions to such alerts.

Schools are required to invite first responder agencies, including law enforcement and fire services, to aid in the annual review and revision of the school Emergency and Crisis Response Plan. Establishing collaborative relationships with first responder agencies is essential to ensure an efficient and effective prevention, planning, response and recovery from critical incidents involving schools.

School Construction Bonds

After the FY2010 authorization of $1.5 billion for school construction during fiscal years 2010-12, $420 million was raised from the sale of bonds. The funds allowed the distribution of $148.5 million to 24 school districts entitled in 2002 for their school construction projects. The list of districts included Chicago School District 299, which received 20 percent of the appropriation.

Additional funds from the bond sale went to four school districts in the Priority 1 Emergency category for School Construction Funds: Martinsville Community Unit School District 3C, Ottawa Elementary School District 141, Belle Valley School District 119 and Gillespie Community Unit School District 7. Martinsville and Ottawa schools received substantial flood damages and were required to permanently evacuate their facilities. Belle Valley and Gillespie schools incurred damages from mine subsidence. On May 11, 2010, Ottawa School District and Belle Valley received their School Construction grant awards of $14.7 million and $4.28 million respectively.
Martinsville and Gillespie School Districts are finalizing their construction plan, after which the awards will be issued.

The remaining bond authority can be utilized for entitlement of the school districts that have submitted school construction applications in 2003 or for the School Maintenance Grants. These funds have yet to be allocated. ISBE staff has been working with the 94 school districts that made application in 2003 and Chicago School District 299 to determine their eligibility, priority ranking and grant index. As soon as the allocation has been made, the eligible school districts will be given school construction entitlements.

The School Maintenance Grants allow districts to file applications for funds to assist with the cost of building maintenance. These expenditures would include such items as roofing, windows, electrical needs, etc. The district has to demonstrate a dollar-for-dollar match, with the maximum grant award $50,000 for a $100,000 project. If funds are allocated for this program, ISBE will proceed to accept electronic applications.

**Capital Development Funds**

In the Fiscal Year 2010 appropriation bill, an additional $150 million was authorized for School Energy Efficiency Grants, Overcrowding School Construction Grants, and the Chicago School District for vocational school construction. Allocation for each of these programs is not expected until Fiscal Year 2011. Like the School Maintenance Grants, School Energy Efficiency Grants require a dollar-for-dollar match and can be used for any energy efficiency needs such as windows, heating systems, roofs, etc. The maximum state grant would be $250,000 for a $500,000 project.

The Overcrowding School Construction Grants is a new program, and allocation of funds for this program is not expected until fiscal year 2011.

The $75 million authorized for the Chicago School District is for vocational education construction. These funds will be directly sent to Chicago.

**Health/Life Safety**

The Health/Life Safety electronic program has been in operation since January 2008. Since that time updates have been incorporated to allow for electronic processing of
forms and approvals between the Regional Superintendents and district administrators. The back log of health/life and safety 10 year surveys has been alleviated and ISBE is now current in their process.

During FY 2010 ISBE staff have approved 838 Fire Prevention and Safety Amendments for Fiscal Year 2010. In these amendments, districts requested to use $348,282,587.73 for Fire Prevention and Safety needs, such as roofing, HVAC systems, tuck pointing, electrical repairs, windows, fire prevention measures, etc. The districts’ regional superintendent and ISBE approved $298,380,129.92 for such needs. If approved, districts have the authority to utilize their Fire Prevention and Safety tax levy or issue Fire Prevention and Safety bonds to obtain funding for the allowable items.

**Healthy Eating Habits**

ISBE is promoting healthy eating habits for students throughout Illinois by administering the National School Lunch, School Breakfast, Special Milk, After-School Snack, Illinois Free Lunch and Illinois Free Breakfast Programs. The agency also promotes safe meals by offering workshops to schools participating in the school-based child nutrition programs on developing a school food safety plan, based on the Hazard Analysis Critical Control Points (HACCP) principals. ISBE also works to promote healthy eating through the Implementing the 2005 Dietary Guidelines into your Menu Planning workshops.

Millions of meals and snacks are provided to children throughout the state of Illinois. During state fiscal year 2009, nearly 190 million lunches were served as part of the National School Lunch Program, a little more than 49 million breakfasts were served, approximately 19 million milks were provided as part of the Special Milk Program, and over 4 million after-school snacks were consumed.

**Fresh Fruit and Vegetable Program**

School year 2009-10 is the second year that ISBE has administered the Fresh Fruit and Vegetable Program (FFVP) grant in Illinois. The FFVP is a grant funded through the U.S. Department of Agriculture (USDA), which provided $2.2 million to 141 schools. The FFVP exposed more than 43,000 children to fresh fruits and vegetables throughout the 2009-10 school year. The FFVP funding for Illinois increases to $3.3 million for SY 2010-11.

The 141 schools participating in Fresh Fruit and Vegetable Program for SY 2009-10 shared equally in the funding based on each school’s student enrollment numbers. The
program requires that schools receive $50-$75 per student enrolled to use towards the purchase of fresh fruits and vegetables to be consumed at school, as a snack, at times other than during the meal periods.

HealthierUS School Challenge

The HealthierUS School Challenge (HUSSC) provides USDA recognition to schools that promote healthier food, nutrition and physical activity. The voluntary national certification initiative, HUSSC application and update requirements are available online at http://www.fns.usda.gov/tr/healthierus/index.html for all schools participating in the National School Lunch Program at award levels: Bronze, Silver, Gold and Gold of Distinction. The initiative includes nutrition standards, minimum average daily participation levels, as well as nutrition education and physical activity requirements.

Illinois currently has two silver level HUSSC award recipients:
- Ridgeview Elementary School, Ridgeview CUSD 19
- Bushnell-Prairie City Elementary School, Bushnell-Prairie City CUSD 170

National School Lunch Equipment Assistance

The National School Lunch Equipment Assistance Grants provided schools more than $4.5 million in federal funding, including funding under the American Recovery and Reinvestment Act, to upgrade food service equipment. Schools which had at least 50 percent of students eligible for free and reduced-price meals were eligible for this competitive grant which was awarded to 127 districts. Funds were used to purchase new equipment, renovate or replace equipment to:
- improve the quality of school meals (e.g. alternatives to deep fryers),
- improve the safety of food served in school meals (e.g. dishwashing equipment, milk coolers, hot/cold holding equipment),
- improve energy efficiency of school nutrition operations (e.g. energy-efficient walk-in freezer replacing an outdated, energy-demanding freezer), and/or
- expand participation in the school meal program (e.g. equipment for serving meals in a non-traditional setting or to better utilize cafeteria space)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Linda Tomlinson, Ph.D., Assistant Superintendent

Agenda Topic: Southland College Prep Charter High School Proposed Agreement

Materials:
- Superintendent’s Recommendation
  - Attachment A: Charter Agreement
  - Attachment B: Southland’s Recruiting and Outreach
  - Attachment C: List of deadlines Southland must meet during the course of the year

Staff Contact(s): Patrick Murphy, Jo Ann Price, Darren Reisberg, Irma M. Snopek

Purpose of Agenda Item
The purpose of the agenda item is to, in accordance with the State Board of Education’s motion at the May 21, 2010 Board meeting, bring before the State Board the Southland College Prep Charter High School’s (hereinafter “Southland”) proposed contract with the State Board for approval.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item is linked to the State Board’s Goal One: Every student will demonstrate academic achievement and be prepared for success after high school.

Expected Outcome(s) of Agenda Item/Applicable Legal Process
The expected outcome is that the State Board will determine, by vote, to approve the proposed contract and authorize the State Superintendent to sign such contract on behalf of the State Board.

Background Information
Southland submitted a proposal for a new charter high school to Rich Township High School District 227 (“the District”). The District denied the request. Southland timely submitted an appeal of the denial to the State Board. At its May Board meeting, the State Board voted to reverse the District’s denial and grant Southland a charter, contingent on Southland addressing in its proposed contract, and ultimately in its operation, concerns identified in the State Superintendent’s written Review and Recommendation as well as other items identified by State Board members.

Since the State Board’s May meeting, staff at the State Board of Education and counsel for Southland have met to negotiate changes to the proposed contract in an effort to address the State Superintendent’s and State Board’s concerns. The revised contract, which is brought to the State Board for approval, is attached hereto as Attachment A. [Additionally, we note that, since the May Board meeting, Southland has diligently taken steps to widely advertise the charter school so as to best ensure that the application process will be open to all residents of the District (See Attachment B)].
The material changes to the proposed contract are as follows:

1. adjusting the membership requirements of Southland’s Board of Directors to ensure that each of the three elementary feeder school districts have at least one seat on the Board;
2. prohibiting any members Southland Board of Directors from receiving any compensation or monetary gain from Southland or any of its contractors;
3. requiring Southland’s bylaws to be consistent with the charter agreement;
4. expressly prohibiting Southland from requesting information in the school’s annual application process about a student’s academic aptitude, special education needs, or English language proficiency;
5. requiring Southland to submit its 10th, 11th and 12 grade curriculum for approval prior to enrolling any students in such grades;
6. prohibiting the school fees from exceeding the amount of fees charged by the District;
7. requiring Southland to submit annual financial audits;
8. including a provision allowing the State Board to withhold funds under certain specified circumstances; and
9. adding a provision allowing the State Board to conduct site visits.

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

Policy Implications: See above.

Budget Implications: As explained at the May Board meeting, the State Board’s authorization of this charter school (which would make it the second existing State-authorized charter) will require increased agency staff time.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

If the charter agreement is not approved, Southland will not be in a position to legally operate a charter school in Illinois. If, on the other hand, the charter agreement is approved and consequently executed, Southland will be in a position to operate its charter school as soon as the 2010-2011 school year.

Either decision is subject to further judicial review.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education approves the attached charter contract between the Southland College Prep Charter High School and the State Board of Education and authorizes the State Superintendent to execute such contract on behalf of the State Board.

Next Steps

If the contract is approved, the State Superintendent and ISBE staff will work with Southland to execute the charter agreement as soon as possible. ISBE staff will provide any appropriate technical assistance to Southland as it works towards opening its doors for the 2010-2011 school year. [Over the course of the year, and in future years, Southland is required to provide certain information to ISBE (See Attachment C)].
ATTACHMENT A

CHARTER SCHOOL AGREEMENT

THIS CHARTER SCHOOL AGREEMENT ("Agreement") dated this ___ day of ____________, 2010, with an effective date of July 1, 2010, is entered into by and between the Illinois State Board of Education (the “State Board”), a state agency, and the Southland College Prep Charter School, Inc. an Illinois not-for-profit corporation ("Southland" or the “Charter High School”), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1, et seq. (the “Charter Schools Law”).

RECITALS

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

(1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;

(2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;

(3) To encourage the use of innovative teaching methods;

(4) To allow for the development of innovative forms of measuring pupil learning and achievement;

(5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(6) To provide parents and pupils with expanded choices within the school system;

(7) To encourage parental and community involvement with public schools;

(8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, the Charter Schools Law provides that, in evaluating any charter school proposal submitted to it, a local school board shall give preference
to proposals that:

(1) demonstrate a high level of local pupil, parental, community, business, and school personnel support;

(2) set rigorous levels of pupil achievement and demonstrate feasible plans for attaining those levels of achievement; and

(3) are designed to enroll and serve a substantial proportion of at-risk children, provided that nothing in the Charter Schools Law shall be construed as intended to limit the establishment of charter schools to those that serve a substantial portion of at-risk children or to in any manner restrict, limit, or discourage the establishment of charter schools that enroll and serve other pupil populations under a nonexclusive, nondiscriminatory admissions policy; and

WHEREAS, on December 14, 2010, the Charter High School submitted a proposal to Rich Township High School District 227 (“District 227”) to operate a charter school in District 227;

WHEREAS, on February 19, 2010, District 227 denied the proposal;

WHEREAS, on March 5, 2010, Southland submitted a timely appeal (“the appeal”) of said denial to the State Board;

WHEREAS, on April 30, 2010, pursuant to its authority under Section 650.60(b) of the 23 Illinois Administrative Code (“Section 650.60(b”), ISBE staff contacted the Southland developers to request additional information about the materials contained in the proposal;

WHEREAS, on May 6, 2010, Southland submitted information responsive to ISBE staff’s April 30, 2010 request;

WHEREAS, on May 18, 2010, pursuant to its authority under Section 650.60(b), ISBE staff again contacted the Southland developers to request additional information, specifically regarding the provision of special education services;

WHEREAS, on May 18, 2010, and May 19, 2010, Southland submitted information responsive to ISBE staff’s May 18, 2010, request;

WHEREAS, the initial appeal received on March 5, 2010 and additional
documents received on May 6, 2010, May 18, 2010 and May 19, 2010, shall collectively constitute the Charter High School Proposal, a copy of which Charter High School Proposal is incorporated herein by reference as described in Exhibit A;

WHEREAS, at a public meeting on May 21, 2010, the State Board overturned the denial of the High School Proposal by District 227 for the reasons stated in the State Board’s Determination, a copy of which is incorporated by reference as described in Exhibit B;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. **Recitals Incorporated by Reference.** The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. **Grant of Charter.** The Charter High School is hereby authorized, and granted a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.

3. **Term of Agreement.** This Agreement shall commence on the effective date provided above, and shall expire at midnight, June 30, 2015, unless terminated or extended pursuant to the terms hereof.

4. **Educational Program.** The Charter High School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.

   a. **Mission Statement.** The Charter High School shall operate pursuant to its commitments outlined in the Charter High School Proposal, and such commitments are hereby accepted to the extent that they are consistent with the declared purposes of the General Assembly as stated in the Charter School Law.

   b. **Age, Grade Range.** The Charter High School shall provide instruction to pupils in grades 9 in the 2010-2011 school year, to pupils in grades 9 through 10 in the 2011-2012 school year, to pupils in grades 9 through 11 in the 2012-2013 school year, and to pupils in grades 9 through 12 in the 2013-2014 school year and in every year thereafter as provided in the Charter High School Proposal.

   c. **Enrollment.** Enrollment in the Charter High School shall be open
to any pupil who resides within the boundaries of District 227. Each year, if on the date of the Charter High School’s application deadline (which may be no earlier than March 1), there are more eligible applicants for enrollment in the Charter High School than there are spaces available, the students who shall enroll in the Charter School will be selected by lottery which shall be open to all applicants and the public. The Charter High School shall not request information in the application process about a student’s academic aptitude, special education needs or English language proficiency. Priority for enrollment shall be given to siblings of pupils enrolled in the Charter High School and to pupils who were enrolled in the Charter High School the previous school year, unless expelled for cause. Using the lottery process required herein, the Charter High School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter High School if additional space becomes available on or before the tenth day of each school year, and, when such vacancies occur, any students on such a waiting list shall be enrolled in the school in the order in which they appear on the waiting list, as determined by the lottery. The Charter School does not intend to enroll students to fill vacancies which occur after the tenth day of each school year. The Charter High School shall not permit dual enrollment of any student at both the Charter High School and another public school or non-public school. The Charter High School’s enrollment shall be no more than 500 students.

d. Student Transfers. Any student transfer out of the Charter High School shall be documented by a transfer form signed by the student’s parent/guardian which affirmatively states that the student’s transfer is voluntary.

e. Goals, Objectives, Pupil Performance Standards. The Charter High School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those set forth in the Charter High School Proposal, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64 of the Illinois School Code, 105 ILCS 5/2-3.64. The Charter High School will be held accountable for the achievement of its students, and if necessary, the State Board will take remedial action, including without limitation, revocation or non-renewal of the Charter High School’s charter.

f. Evaluation of Pupils. The Charter High School’s plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Charter High School falls below those standards, shall be consistent with the Charter High School Proposal.
g. **Curriculum.** The curriculum established by the Charter High School shall be consistent with the Charter High School Proposal. Before the Charter High School enrolls any 10th, 11th, or 12th grader, it must submit its proposed curriculum for that grade to ISBE for ISBE’s approval. Prior to making any material change in its curriculum, the Charter High School shall submit for approval any such material change to the State Superintendent.

h. **School Year; School Days; Hours of Operation.** Instruction shall commence in the 2010-2011 school year and subsequent school years on dates established by the Charter High School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of each school year. Each year, the Charter High School shall provide professional development for all staff as deemed necessary and appropriate, and within budgetary constraints. During its initial year of operation, the Charter High School’s school year will begin on August 16, 2010. The days and hours of operation of the Charter High School shall be Monday through Friday, 8:00 a.m. to 5:00 p.m.

i. **Discipline.** The Charter High School shall implement a system of uniform student discipline. The Charter High School may develop and implement its own system of student discipline, provided that such policy is in compliance with relevant laws and provided that the term "academic probation" means that a student is in need of targeted assistance in order to address academic concerns, and the faculty and staff of the Charter High School will provide such assistance, with the cooperation of the student and his/her parent(s). The Charter High School has the responsibility to ensure that each student enrolled there will succeed academically. The Charter High School will not expel any student due to academic challenges, although a student could be expelled for serious disciplinary infractions, pursuant to the provisions of the Illinois School Code regarding such expulsions.

j. **Governance and Operation.** The operation of the governing board of the Charter High School shall be as set forth below:

   (i) Under the current By-Laws of the Charter High School, the Charter High School’s Board of Directors has between 6 and 11 members, with any new members to be seated by the vote of a majority of the Board at any duly called meeting of the Board. As required by the Charter High School’s By-Laws, its Board of Directors shall include the following individuals: (a) three directors shall be the sitting President, Vice
President and Secretary of Matteson School District No. 162, or his/her designate; (b) one director shall be the sitting Superintendent of Matteson School District No. 162 or his/her designee who shall be a properly certified District administrator who reports directly to the Superintendent; (c) one director shall be the President of Governors State University or his/her designee; (d) three directors shall be the Superintendents of Districts 159, 160 and 163, or his/her designee who shall be a properly certified District administrator who reports directly to the Superintendent; and (e) one director shall be the dean of a University College of Education or his/her designee. Remaining director positions may be filled based upon a determination of the majority of the Charter High School’s Board of Directors that the individual(s) selected as directors will make a positive contribution in furtherance of the Charter High School’s mission, by virtue of an array of considerations, including such individual’s experiences, knowledge, expertise or ties to the communities to be served by the Charter High School. The Charter High School may not alter or amend any part of Article IV of its Bylaws pertaining to its Board of Directors without obtaining prior written approval from the State Superintendent;

(ii) The Charter High School’s Board of Directors is responsible for the selection and hiring of the school’s Principal, for the proper operation of the Charter High School in accordance with the Charter Schools Law, 105 ILCD 5/27A, et seq., and otherwise for the fulfillment by the Charter High School of its obligations under this Agreement;

(iii) The governing board shall hold meetings at least four times per year; and

(iv) The Charter High School’s Board of Directors shall never receive any compensation or monetary gain from the Charter High School or any of its subcontractors for any reason or as a result of this Charter High School.

k. Pupil Transportation. The Charter High School shall meet the transportation needs of its students in the manner as set forth in the Charter High School Proposal, provided that the Charter High School shall specifically address the transportation needs of low-income and at-risk pupils to the extent required by the Charter Schools Law.

l. Bilingual Education. The Charter High School shall provide bilingual education services in a manner consistent with that in the Charter High
School Proposal, provided that such services are in compliance with relevant State and Federal law. The Charter High School shall identify students who require bilingual education by administering the Home Language Survey Form, shall assess the English language proficiency of all students identified as coming from a non-English speaking background, and shall provide a bilingual education or English as a Second Language program for such students. Notwithstanding anything to the contrary in this paragraph, the Charter High School shall have no obligation to provide bilingual education to a greater extent than required under the relevant Federal law and Charter Schools Law.

m. School Calendar. No later than July 1 of each year during which this Agreement is in effect, the Charter High School shall submit to the State Superintendent for approval its school calendar for such academic year and the following summer session.

5. Additional Covenants and Warranties of Charter High School. The Charter High School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter High School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter High School is not otherwise exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services. The Charter High School shall also comply with the following, to the extent applicable to Charter Schools:

   (i) The No Child Left Behind Act of 2001 (PL 107-110, signed January 8, 2002);

   (ii) Section 2-3.64 of the Illinois School Code (105 ILCS 5/2-3.64), regarding performance goals, standards and assessments;

   (iii) Section 10-21.9 of the Illinois School Code (105 ILCS 5/10-21.9) regarding criminal history records checks and checks of the statewide sex offender database of applicants for employment;

   (iv) Section 24-24 of the Illinois School Code (105 ILCS 5/24-24) regarding discipline of students;

   (v) The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101, et seq.);
(vi) Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/1.01, et seq.) regarding indemnification of officers, directors, employees and agents;

(vii) The Abused and Neglected Child Reporting Act (325 ILCS 5/1, et seq.);

(viii) The Illinois School Student Records Act (105 ILCS 5/10-1, et seq.);

(ix) The Freedom of Information Act (5 ILCS 140/1, et seq.);

(x) The Open Meetings Act (5 ILCS 120/1.01, et seq.);

(xi) All applicable health and safety regulations of the State of Illinois, including without limitation those laws specifically identified by the State Superintendent as being applicable to charter schools. A current list of such laws, which may be added to, deleted from or otherwise amended from time to time by the State Superintendent is attached hereto as Exhibit C.

(xii) The Individuals with Disabilities Education Act (20 U.S.C. – 1400 et seq.); and

(xiii) The Pension Code (40 ILCS 5/1-101 et seq.). The parties hereby acknowledge and agree that the Charter High School shall comply with the provisions of the Illinois Pension Code which expressly specify applicability to, or require compliance by, charter schools and it is not the intent of the parties that the Charter High School shall comply with any other portions of the Illinois Pension Code.

b. Compliance with Agreement. The Charter High School shall operate at all times in accordance with the terms of this Agreement, and all Exhibits attached hereto. Additionally, the Charter High School’s Bylaws may not be inconsistent with the terms of this Agreement, and all Exhibits attached hereto.

c. Maintenance of Corporate Status and Good Standing. The Charter High School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter High School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter High School shall
provide the State Superintendent with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. If the Charter High School is also recognized as an organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, upon request, the Charter High School shall provide the State Superintendent with copies of all filings relating to the Charter High School maintaining 501(c)(3) exempt status, and all its filings with the office of the Illinois Attorney General.

d. **Personnel.** The relationship between the Charter High School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Charter High School Proposal and this Agreement, provided that the Charter High School shall comply with all Federal and Illinois employment laws and regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 of each year during the term of this Agreement, the Charter High School shall provide the State Superintendent with a current list of all of its employees, and shall cause each of its subcontractors to provide the State Superintendent with a current list of all of such subcontractor’s employees providing services at the Charter High School. Such lists shall contain the names and job positions of all applicable employees. Such list shall also indicate: (i) for each employee, the date of initiation of the criminal background investigation required under 10-21.9 of the School Code and paragraph 5.e. of this Agreement, and the results of such background check; and (2) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, and evidence that such individual is Highly Qualified in accordance with Part 25, Appendix D, of 23 Illinois Administrative Code (“Highly Qualified”). For any person hired in an instructional position after September 1 of any school year, the Charter High School shall provide the State Superintendent with such evidence of certification or other qualification no later than ten (10) business days after the individual’s initial date of employment.

e. **Criminal Background Checks.** The Charter High School shall not knowingly employ and shall not permit its subcontractors to knowingly employ at the Charter High School any individual (i) for whom a fingerprint-based criminal background investigation and statewide sex offender database check has not been initiated, or (ii) who has been convicted for committing or attempting to commit one of the offenses enumerated in Section 10-23a of the Illinois School Code.
f. **Instructional Providers.** The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1, *et seq.* and are Highly Qualified, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law and are Highly Qualified. For purposes of this Section, “instructional positions” means all those positions involving duties and responsibilities which, if otherwise undertaken in District 227’s Public Schools, would require teacher certification.

g. **Building**

(i) **Existing Facility.** The Charter High School shall initially be located at the Huth School, 3718 West 213th Place, Matteson, Illinois 60443, in a building that complies with all applicable occupancy permits and health and safety requirements. For this and any subsequent location of the Charter High School, prior to the attendance of students at such facility, the Charter High School shall have obtained: (1) all applicable occupancy permits and health and safety approvals for such Attendance Center; (2) an executed copy of the lease agreement for such Attendance Center, if occupied under a lease agreement; and (3) evidence of title to such Attendance Center, if owned by the Charter High School. The Charter High School shall take such actions as are necessary to ensure that all leases, occupancy permits and health and safety approvals for all Charter High School Facilities remain valid and in full force, and shall certify to the State Superintendent no later than July 1 of each year during the term of this Agreement that such leases, certificates and approvals remain in force.

(ii) **Change in Location.** The Charter High School may change the physical location of the Charter High School, provided that the Charter High School fulfills the obligations and provides the information set forth in this Section with respect to such new physical location, and provided further that the Charter High School notifies the State Superintendent of the proposed change in location not less than 30 days prior to the first day of operation in the new physical location of the facility.

h. **Homeless Children.** The Charter High School acknowledges and agrees that the Charter High School must provide services to homeless children in accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431, *et seq.*).
6. **Financial Operations of Charter High School.**

a. **Financial Management.** The Charter High School shall operate in accordance with Generally Accepted Accounting Principles or other generally accepted standards of fiscal management, provided that the Charter High School’s accounting methods shall comply in all instances with any applicable governmental accounting requirements. The Charter High School shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of the Charter High School’s budget shall be conducted annually by an outside, independent auditor retained by the Charter High School’s Board of Directors. Annually, by December 1, the Charter High School shall submit to the State Superintendent a copy of the Form 990 which the Charter High School filed that year with the federal Internal Revenue Service.

b. **Budget and Cash Flow.** The Charter High School shall prepare and provide to the State Superintendent a copy of its annual budget and cash flow projections for each year by no later than July 1 of such fiscal year. The fiscal year for the Charter High School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. **Distribution of Funds.** The State Superintendent shall voucher to the State Comptroller the Charter High School funds, in four quarterly installments on or before August 15, November 15, February 15, and May 15 of each fiscal year, provided that the Charter High School submits its enrollment figures by July 15 of each relevant year. The first such voucher shall be August 15, 2010, provided that the State Superintendent has received the required enrollment figures by July 15, 2010. All funds distributed to the Charter School from the State Comptroller shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. **Refund of Unspent Funds.** In the event that this Agreement is revoked or is not renewed by the State Board, the Charter High School shall refund to the State Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law.

e. **Tuition and Fees.** The Charter High School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter High School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities. However, such fees may not exceed the amount of fees charged by District 227.

f. **Outside Funding.** The Charter High School may accept gifts,
donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that the Charter High School solicits funding from sources other than those set forth in this Section 6, it shall comply with all applicable State and Federal laws regarding the reporting of charitable solicitations.

g. Management and Financial Controls. At all times, the Charter High School shall maintain appropriate governance, financial controls, and managerial procedures which procedures and controls shall include, but not be limited to: (1) generally accepted accounting procedures; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organization chart; and (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year. The Charter High School may not enter into any financial transaction with, or pay any compensation whatsoever to, any of its officers and directors, or any affiliated entity.

h. Annual Audits. The Charter High School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the Financial Audits) to be performed annually at its expense by an outside independent auditor retained by the Charter High School and reasonably acceptable to the State Superintendent. The Financial Audits shall include, without limitation:

i. An opinion on the consolidated statement of financial position (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with Government Accounting Standards; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audits shall be provided to the State Superintendent no later than September 30 of each year during the term of this Agreement, beginning with September 30, 2011.

i. Quarterly Enrollment Reports. The Charter High School shall
prepare or cause to be prepared quarterly enrollment reports, which shall be provided to the State Superintendent on or before July 15, October 15, January 15, and April 15 of each year, beginning July 15, 2010.

j. **Withholding of Funds.** In the event the Charter High School fails to submit to the State Superintendent any documents or information required under this Agreement, or fails to follow any procedures and policies set forth in this Agreement, the State Superintendent may withhold any and all payments of funds to the Charter High School provided that the State Superintendent gives the Charter School prior written notice enumerating the specific failure(s). Upon the Charter High School’s remediation of such failure(s), the State Superintendent shall immediately release any and all payments of funds due the Charter High School.

k. **Attendance.** The Charter High School shall maintain accurate enrollment data and daily records of student attendance and shall provide enrollment and attendance data to the State Superintendent as requested, not more frequently than on a monthly basis. Such enrollment and attendance data shall be maintained and updated at least monthly by the Charter High School.

7. **Insurance.** The Charter High School shall, at its own expense, purchase and maintain insurance covering all of its operations. Such insurance shall include the types of insurance set forth in Exhibit D hereto, subject to the conditions and in no less than the respective limits set forth therein. All insurers shall be licensed by the State of Illinois and rated B+ or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the date of approval of this Agreement by the State Board, and each July 1 thereafter, the Charter High School shall provide the State Superintendent with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth above and in Exhibit D. All such insurance policies shall contain a provision requiring notice to the State Board, at least 30 days in advance, of any material change, non-renewal or termination, to the attention of:

Jo Ann Price  
Charter School Consultant  
Illinois State Board of Education  
100 N. First Street  
Springfield, IL 62777

8. **Academic Accountability and Evaluations.**

a. **Accountability Plan.** The Charter High School shall be held
accountable by the State Board in accordance with the student performance goals outlined in the Charter High School Proposal, including meeting all the student performance targets outlined in the Illinois accountability workbook. Due to potentially sweeping changes regarding testing requirements and other accountability standards that may occur because of amendments to the No Child Left Behind Act or other laws or mandates, the parties agree that the student performance goals outlined in the Charter High School Proposal are subject to renegotiation effective on or before June 30 of each year of the Agreement upon written notice from the State Superintendent. The parties agree to work diligently and in good faith to re-negotiate these student performance goals so as to comply with any and all required changes regarding accountability standards which are applicable to charter schools.

b. Standardized Tests. The Charter High School shall administer such standardized tests of academic proficiency as are provided for in the Charter High School Proposal and in the State Board’s policies and procedures, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code.

c. Site Visits. In addition to the above procedures, the Charter High School shall grant reasonable access to, and cooperate with, the State Board, its officers, employees and other agents, including allowing site visits by the State Board, its officers, employees and other agents, for purpose of allowing the State Superintendent to fully evaluate every aspect of the operations and performance of the Charter High School pursuant to the Charter Schools Law. Where possible, the State Superintendent shall provide the Charter High School with at least 24 hours prior notice of such site visits.

9. Special Education.

a. Provision of Services. The Charter High School shall provide services and accommodations to students with disabilities as set forth in the Charter High School Proposal and in accordance and compliance with the Individuals with Disabilities Education Act (20 U.S.C. §1400, et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Section 504) and the Charter High School Special Education Policy, incorporated by reference as described in Exhibit E. The Charter High School shall provide a full continuum of services to implement the IEP of a student with disabilities.

10. Comprehensive School Management Contracts. No entity or party other than the Charter High School may provide comprehensive school management or operations except upon the prior approval of the State Superintendent.
11. **Renewal of Charter; Failure to Renew.** No later than January 1, 2015, and no earlier than September 1, 2014, the Charter High School shall provide a written proposal to the State Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter High School shall contain the most recent annual report and financial statement of the Charter High School. The written proposal may contain proposed changes to this Agreement that the Charter High School desires to incorporate into the renewed agreement. The renewal proposal shall be evaluated by the State Board in accordance with the requirements of the Charter Schools Law and this Agreement.

The State Superintendent shall provide written notice to the Charter High School indicating whether, and upon what conditions, it is willing to renew the charter of the Charter High School, including any modified terms proposed by the State Superintendent. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the Term of this Agreement. The State Board may refuse to renew the Agreement upon a finding that any cause for revocation exists under Section 13 hereof.

12. **Revocation of Charter.** The State Board may revoke this Agreement and the charter of the Charter High School, in accordance with Section 27A-9 of the Charter Schools Law, if the State Board clearly demonstrates that the Charter High School did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

   a. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or

   b. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or

   c. Failed to meet generally accepted standards of fiscal management; or

   d. Materially violated any provision of law from which the Charter High School was not exempted.

In addition, the charter of the Charter High School may be revoked in the event that the parties agree to terminate this agreement by mutual consent.

In the event that the State Board proposes to revoke this Agreement and the
charter of the Charter High School, the State Board shall provide the Charter High School with written notice setting forth in detail the grounds for such revocation at least 14 days prior to the date the Board takes final action on such revocation.

13 Resolution of Minor Violations of this Agreement. The parties will make every effort to address minor violations of this Agreement informally. Such “minor violations” include all violations of this Agreement except for violations for which revocation of this Agreement is appropriate under this Agreement. If either party determines that a minor violation of this Agreement has not been resolved through such informal means, such party shall provide the other party with written notice of the perceived minor violation of this Agreement, as well as a demand that said minor violation be cured within thirty (30) days of the date of such written notice. Within such thirty (30) days of receipt of such written notice, the party receiving such notice shall cure the minor violation identified therein or, in the alternative, provide a written response to the other party explaining any inability to cure the minor violation as requested. At the conclusion of the thirty (30) day period required herein, if either party remains dissatisfied with the resolution of any minor violation of the Agreement through the procedures outlined in this provision, the parties may seek to enforce their rights under this Agreement through any and all legal means.


a. To the fullest extent permitted by law, the Charter High School shall indemnify, defend and hold harmless the State Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the “State Board Indemnites”), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter High School, its faculty, students, patrons, employees, guests or agents, (ii) any act or omission to act, whether negligent, willful, wrongful or otherwise by the Charter High School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter High School, its faculty, students, patrons, employees, sub-contractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter High School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the Accountability Plan (collectively, the “Covered Losses”). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any State Board Indemnitee or from any act or omission of the Charter High School required by law or this Agreement.

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b. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

15. Disclaimer of Liability. The parties expressly acknowledge that the Charter High School is not operating as the agent, or under the direction and control, of the State Board except as required by law or this Agreement, and that the State Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter High School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter High School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter High School. The Charter High School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board to any third party.

16. Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions.

17. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

18. Counterparts; Signature by Facsimile. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile (with confirmation thereof) by either of the parties shall have the same effect as original signatures.

19. Terms and Conditions of Charter High School Proposal. The parties hereto expressly agree that the Charter High School Proposal sets forth the overall goals, standards and general operational policies of the Charter High School. The Charter High School acknowledges and agrees that the Charter High School Proposal is an integral part of this Agreement, and the State Board shall have the right to hold the Charter High School responsible for all information, representations and statements contained in the Charter High School Proposal. The parties understand, however, that the Charter High School Proposal is not a complete statement of each detail of the Charter High School’s operation. To the extent that the Charter High School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Charter High School Proposal, the Charter High School shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational

20. **Amendments.** This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board in accordance with Section 27A-6(e) of the Charter Schools Law.

21. **Assignment.** This Agreement may not be assigned or delegated by the Charter High School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter High School.

22. **Termination.** This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter High School pursuant to Section 12 hereof. Termination of this Agreement for any reason shall serve to immediately revoke the charter granted hereby.

23. **Notices.** Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter High School:  
Dr. Blondean Y. Davis  
c/o Matteson School District No. 162  
3625 W. 215th Street  
Matteson, Illinois 60443-2707

With copies to:  
Registered Agent  
Robert R. Hall, Jr.  
Chico & Nunes, P.C.  
333 W. Wacker Drive  
Suite 1800  
Chicago, Illinois 60606

If to the State Board:  
Christopher A. Koch, Ed.D.  
State Superintendent  
Illinois State Board of Education  
100 N. First Street  
Springfield, IL 62777

With copies to:  
Jo Ann Price  
Charter School Consultant  
Illinois State Board of Education
24. **Severability.** In the event that any provision of this Agreement or the Charter High School Proposal thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the Charter High School Proposal of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

25. **Superseder.** This Agreement supersedes and replaces any and all prior agreements and understandings between the State Board and the Charter High School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Charter High School Proposal as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

26. **Delegation.** The parties agree and acknowledge that the functions and powers of the State Board may be exercised by the State Superintendent or his/her designee, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the State Board.

26. **Construction.** This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Agreement.

27. **Incorporation of Exhibits.** All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have made and entered into this amended and restated Agreement as of the effective date hereof.

**STATE SUPERINTENDENT**

**SOUTHLAND COLLEGE PREP**

By: ______________________________
Christopher A. Koch, Ed.D

CHARTER SCHOOL, INC.

By: __________________________
Name: _________________________
Title: _________________________

EXHIBIT A

CHARTER HIGH SCHOOL PROPOSAL

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Charter High School Proposal:

1. The initial appeal received on March 5, 2010 and additional documents received on May 6, 2010, May 18, 2010, and May 19, 2010, collectively constitute the Charter High School Proposal.
EXHIBIT B

Illinois State Board of Education’s Determination

The following document is hereby incorporated by reference as if set forth fully herein:

1. ISBE’s Determination - At a public meeting on May 21, 2010, the State Board overturned the denial of the Charter High School Proposal by District 227 for the reasons stated in the State Board’s Determination.
EXHIBIT C

STATE BOARD OF EDUCATION LIST OF HEALTH AND SAFETY LAWS APPLICABLE TO CHARTER SCHOOLS

1. The Following Sections of the Illinois School Code, 105 ILCS 5/1-1 et seq.:
   a. Section 2-3.12 (requires compliance with State Board building and life and safety codes).
   b. Sections 10-20.5b (prohibits tobacco use on school property).
   c. Section 10-20.17a (requires in-service training for school personnel who handle hazardous or toxic waste).
   d. Section 10-20.23 (requires schools to have tornado prevention programs)
   e. Section 10-21.10 (prohibits students from having electronic paging devices on school property).
   f. Section 10-21.11 (requires schools to have policies for handling students with chronic infectious diseases)
   g. Section 27-8.1 (requires that students have periodic health examinations and immunizations)
   h. Section 10-22.21b (requires that schools have policies regarding administering medication to students)


3. Eye Protection in School Act, 105 ILCS 115/0.01, et seq.

4. Fire Drill Act, 105 ILCS 120/0.01, et seq.

5. Toxic Art Supplies in Schools Act, 105 ILCS 135/1, et seq.
EXHIBIT D

INSURANCE REQUIREMENTS

1. **Insurance.** Minimum insurance requirements are:

   a. **Workers’ Compensation and Employers’ Liability Insurance:** Workers' Compensation Insurance affording workers’ compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide Services under the Contract with limits of not less than Five Hundred Thousand and 00/100 Dollars ($500,000.00) per occurrence.

   b. **Commercial General Liability Insurance:** Commercial General Liability Insurance or equivalent with limits of not less than One Million and 00/100 Dollars, ($1,000,000.00) per occurrence, and Two Million and 00/100 Dollars ($2,000,000.00) in the aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Policy shall not exclude sexual abuse/molestation coverage. The Board shall be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from Services.

   c. **Automobile Liability Insurance:** Automobile Liability Insurance is required when any motor vehicle (whether owned, non-owned or hired) is used in connection with Services to be performed, with limits of not less than One Million and 00/100 Dollars, ($1,000,000.00) per occurrence for bodily injury and property damage.

   d. **School Board Legal/Professional:** School Board Legal/Professional liability insurance covering Charter High School and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to operation and management of the school with limits of not less than Two Million and 00/100 Dollars ($2,000,000.00) per claim. Coverage shall include Employment Practices Liability and Sexual Harassment.

   e. **Umbrella/Excess Liability Insurance:** Umbrella or Excess Liability Insurance with limits of not less than Two Million and 00/100 Dollars...
($2,000,000.00) to provide additional limits for underlying general and automobile liability coverages.

f. **Property Insurance**: Property insurance for full Replacement Cost of property, including State Board property for which the Charter High School is contractually responsible, by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.

g. **Fidelity Bond**: Fidelity bond coverage in the amount of at least Two Hundred Thousand and 00/100 Dollars ($200,000.00) with a responsible surety company with respect to all of Charter High School's employees as may be necessary to protect against losses, including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money, or documents.

2. **General**. Charter High School’s failure to carry or document required insurance during the term of the contract shall constitute a breach of this Agreement and any failure of the State Board to demand or receive proof of insurance coverage shall not constitute a waiver of Charter High School’s obligations. The State Superintendent reserves the right to obtain copies of insurance policies and insurance records by written request at any time from the Charter High School or its subcontractors and to modify, delete, alter or change insurance requirements at any time.

The Charter High School shall require any subcontractors to maintain comparable insurance naming the Charter High School, the State Board inclusive of its members, employees and agents, and any other entity designated by the State Superintendent as *Additional Insureds*. The Charter High School will maintain a file of subcontractor’s insurance certificates evidencing compliance with these requirements.

The State Superintendent reserves the right to change and or amend insurance requirements as necessary.
EXHIBIT E

Charter High School Special Education Policy

The following documents are hereby incorporated by reference as if set forth fully herein:

1. All additional documents submitted by the Charter High School on May 6, 2010, responsive to ISBE staff’s April 30, 2010, request;

2. All additional documents submitted by the Charter High School on May 18, 2010, and May 19, 2010, responsive to ISBE staff’s May 18, 2010 request;

3. All other documents submitted by the Charter High School regarding special education, including the Special Education Policy and Procedures Manual submitted on June 3, 2010.
List of Deadlines Southland Must Meet During the Course of the Year

School Calendar. No later than July 1 of each year, the Charter High School shall submit to the State Superintendent for approval its school calendar for such academic year and the following summer session.

List of Employees. No later than September 1 of each, the Charter High School shall provide the State Superintendent with a current list of all of its employees. The list must contain: (i) the names and job positions of all applicable employees; (ii) for each employee, the date of initiation of the criminal background investigation; (iii) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, and evidence that such individual is Highly Qualified. For any person hired in an instructional position after September 1 of any school year, the Charter High School shall provide the State Superintendent with such evidence of certification or other qualification no later than ten (10) business days after the individual’s initial date of employment.

Curriculum. Before the Charter High School enrolls any 10th, 11th, or 12th grader, it must submit its proposed curriculum for that grade to ISBE for ISBE’s approval. Prior to making any material change in its curriculum, the Charter High School shall submit for approval any such material change to the State Superintendent.

Building. No later than July 1 of each year, the Charter High School shall certify to the State Superintendent that all leases, occupancy permits and health and safety approvals for all Charter High School Facilities remain valid and in full force.

Change in Location. The Charter High School must notify the State Superintendent of a proposed change in location not less than 30 days prior to the first day of operation in the new physical location of the facility.

IRS- Form 990. Annually, by December 1, the Charter High School shall submit to the State Superintendent a copy of the Form 990 which the Charter High School filed that year with the federal Internal Revenue Service.
Annual Budget and Cash Flow Projections. The Charter High School shall prepare and provide to the State Superintendent a copy of its annual budget and cash flow projections for each year by no later than July 1 of such fiscal year.

Financial Audits. The Financial Audits shall be made provided to the State Superintendent no later than September 30 of each year, beginning with September 30, 2011.

Quarterly Enrollment Reports. The Charter High School shall prepare or cause to be prepared quarterly enrollment reports, which shall be provided to the State Superintendent on or before July 15, October 15, January 15, and April 15 of each year, beginning July 15, 2010.

Attendance. The Charter High School shall maintain accurate enrollment data and daily records of student attendance and shall provide enrollment and attendance data to the State Superintendent as requested, not more frequently than on a monthly basis. Such enrollment and attendance data shall be maintained and updated at least monthly by the Charter High School.

Insurance. Annually, by July 1, the Charter High School must provide the State Superintendent with certificates of insurance covering all of its operations.

Renewal of Charter; Failure to Renew. No later than January 1, 2015, and no earlier than September 1, 2014, the Charter High School shall provide a written proposal to the State Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement.
Southland’s Recruiting and Outreach Efforts


2. The Superintendents of Districts 159, 160 and 163 each received the attached letter, which requests that they mail to each of their eighth grade graduates from the class of 2010 the Southland registration form and informational letter (the same forms published in the *Southtown/Star* and attached herein). Southland sent these Superintendents a sufficient number of registration forms and informational letters for each child in the Districts’ 2010 eighth grade graduating classes, as well as offering to reimburse the Districts immediately for the postage expense relating to the mailing to the students in the eighth grade graduating Class of 2010. Dr. Davis has talked to each of these Superintendents to confirm that they have received the materials and to request that the materials be forwarded to the graduates in the Class of 2010. According to Southland, based upon communications with the above mentioned district superintendents, the Southland registration information has been forwarded to the relevant eighth grade Class of 2010.

3. As noted in Southland’s informational letter published in the *Southtown/Star* and mailed to area students in the eighth grade Class of 2010, registration forms and related information are also available for printing on Southland’s website (scphs.org).

4. Finally, as noted in Southland’s informational letter published in the *Southtown/Star* and mailed to area students in the eighth grade Class of 2010, the informational letter and registration form are available at Huth School, 3718 West 213th Place, Matteson, Illinois 60443, between the hours of 8:00 a.m. and 2:00 p.m. each week day. Southland made the decision to make copies of the registration materials available at Huth School because the Southland College Prep Charter High School will be located at Huth School for the 2010-2011 school year.
Dear Parents and Students of District 227:

All eighth grade graduates who reside in Rich Township High School District 227 ("District 227") are eligible to attend Southland College Prep Charter High School ("Southland"), which has been approved by the Illinois State Board of Education. Southland is currently accepting application forms for District 227 students who wish to enroll in Southland's initial Ninth Grade (9th Grade) Class for the 2010-2011 school year. Southland will be a free public charter high school, with a college preparatory curriculum and a school day that will begin at 8:00 a.m. and end at 5:00 p.m. After accepting a Ninth Grade class in each of the next four years, Southland will ultimately serve students in Grades 9 to 12, with a maximum school size of 500 students and approximately 125 students in each grade. During the initial year of operation, Southland will be located at Huth School, 3718 West 213th Place, Matteson, Illinois 60443. Southland expects to move to a permanent location within District 227 before the start of the 2011-2012 school year.

An application form is enclosed for your convenience. Application forms are also available for printing on Southland's website (scphs.org), and each elementary school district that feeds into District 227 has received application forms for distribution to its graduates in the Class of 2010. Finally, application forms are available at Huth School, 3718 West 213th Place, Matteson, Illinois 60443, between the hours of 8:00 a.m. and 2:00 p.m. each week day.

Completed application forms can be mailed or dropped off between the hours of 8:00 a.m. and 4:00 p.m. each week day at the Matteson School District 162 Office, 3825 W. 215th Street, Matteson, Illinois 60443. Completed application forms must be received at this location by June 23, 2010 at 4:00 p.m.

Southland will identify the students who will be enrolled for the 2010-2011 school year by June 29, 2010. If more than 125 District 227 students seek enrollment at Southland for the 2010-2011 year, Southland will conduct a public lottery at Huth School on June 29, 2010 at 6:00 p.m. This lottery will determine the 125 students who will be enrolled in Southland's first Ninth Grade Class. Admission to Southland is on a non-discriminatory basis with respect to race, ethnicity, disability, and religious preference.

Along with the other members of Southland's Board of Directors, I hope that you will consider taking advantage of the exciting educational option provided by Southland.

Very truly yours,

Dr. Blondean Y. Davis
Southland's Chief Executive Officer

Application for Admission
2010-2011 Academic Year

<table>
<thead>
<tr>
<th>Please PRINT all information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student First Name</td>
</tr>
<tr>
<td>Parent First Name</td>
</tr>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Home Phone</td>
</tr>
<tr>
<td>Email Address</td>
</tr>
<tr>
<td>Elementary School Attended</td>
</tr>
</tbody>
</table>

Completed forms can be mailed or dropped off at:
Southland College Preparatory Charter High School c/o Matteson School District 162, 3825 W 215th Street, Matteson, IL 60443

Completed forms must be received at this location by June 23, 2010 at 4:00 p.m.

Please note: Applicants must be 8th grade graduates living within the attendance boundaries of Rich Township High School District 227.

Graduation will be verified with the school/school district listed above.
Southland College Preparatory Charter High School

Dear Parents and Students of District 227:

All eighth grade graduates who reside in Rich Township High School District 227 ("District 227") are eligible to attend Southland College Prep Charter High School ("Southland"), which has been approved by the Illinois State Board of Education. Southland is currently accepting application forms for District 227 students who wish to enroll in Southland's initial Ninth Grade (9th Grade) Class for the 2010-2011 school year. Southland will be a free public charter high school, with a college preparatory curriculum and a school day that will begin at 8:00 a.m. and end at 5:00 p.m. After accepting a Ninth Grade class in each of the next four years, Southland will ultimately serve students in Grades 9 to 12, with a maximum school size of 500 students and approximately 125 students in each grade. During the initial year of operation, Southland will be located at Huth School, 3718 West 213th Place, Matteson, Illinois 60443. Southland expects to move to a permanent location within District 227 before the start of the 2011-2012 school year.

An application form is enclosed for your convenience. Application forms are also available for printing on Southland's website (scphs.org), and each elementary school district that feeds into District 227 has received application forms for distribution to its graduates in the Class of 2010. Finally, application forms are available at Huth School, 3718 West 213th Place, Matteson, Illinois 60443, between the hours of 8:00 a.m. and 2:00 p.m. each week day.

Completed application forms can be mailed or dropped off between the hours of 8:00 a.m. and 4:00 p.m. each week day at the Matteson School District 162 Office, 3625 W. 215th Street, Matteson, Illinois 60443. Completed application forms must be received at this location by June 23, 2010 at 4:00 p.m.

Southland will identify the students who will be enrolled for the 2010-2011 school year by June 29, 2010. If more than 125 District 227 students seek enrollment at Southland for the 2010-2011 year, Southland will conduct a public lottery at Huth School on June 29, 2010 at 6:00 p.m. This lottery will determine the 125 students who will be enrolled in Southland's first Ninth Grade Class. Admission to Southland is on a non-discriminatory basis with respect to race, ethnicity, disability, and religious preference.

Along with the other members of Southland's Board of Directors, I hope that you will consider taking advantage of the exciting educational option provided by Southland.

Very truly yours,

Dr. Blondean Y. Davis
Southland's Chief Executive Officer

Application for Admission
2010-2011 Academic Year

Please PRINT all information

Student First Name ___________________________ Student Last Name ___________________________
Parent First Name ___________________________ Parent Last Name ___________________________
Address ___________________________ City ___________________________ Zip ___________________________
Home Phone ___________________________ Parent Cell Phone ___________________________
Parent Email Address ___________________________
Elementary School Attended ___________________________
Elementary School District Attended ___________________________

Completed forms can be mailed or dropped off at:
Southland College Preparatory Charter High School c/o Matteson School District 162, 3625 W 215th Street, Matteson, IL 60443

Completed forms must be received at this location by June 23, 2010 at 4:00 p.m.

Please note: Applicants must be 8th grade graduates living within the attendance boundaries of Rich Township High School District 227.

Graduation will be verified with the school/school district listed above.
Dear Superintendent ____________:

In my capacity as Chief Executive Officer of Southland College Prep Charter High School ("Southland"), I am writing to ask for your assistance in providing information to your District's eighth grade graduates from the Class of 2010 regarding the exciting educational opportunities available to them at Southland. By way of background, the Illinois State Board of Education has approved a five-year charter for Southland, which will be accepting its first Ninth Grade Class for the 2010-2011 school year. Accordingly, along with this letter, I am providing you with copies of Southland's registration form and an informational letter regarding our school, which we are asking you to mail to each of your District's 2010 eighth grade graduates. Please send me a bill for the cost of postage associated with this mailing and Southland will reimburse this expense immediately.

Southland is committed to ensuring that parents and students throughout District 227 are aware that Southland is available as an educational option. Thank you in advance for helping us to "spread the word" regarding our school.

Very truly yours,

Dr. Blondean Y. Davis
Southland's Chief Executive Officer
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Donald Evans, Director of Human Resources
       Linda Tomlinson, Ph.D., Assistant Superintendent

Agenda Topic: International Teacher/Cultural Exchange Agreement(s)

Materials: Draft Memorandum of Understanding with Taiwan and ISBE

Staff Contact(s): Robin Lisboa
                 Jeff Aranowski

Purpose of Agenda Item

The purpose of this agenda item is to provide information on the status and results of our current exchange agreements with Spain and Mexico, and the current exchange proposal between The Ministry of Education, Bureau of International Cultural and Educational Relations of the Republic of China (Taiwan) and the Illinois State Board of Education.

Relationship to/Implications for the State Board’s Strategic Plan

As described further herein this update relates to Goal #2 to the revised goals for the Board’s Strategic Plan. GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Background Information

The Division of English Language Learning (DELL) continues to enhance and increase the mutual understanding between the people of the state of Illinois and the countries of Mexico and Spain through our exchange visitor program (EVP). Selected program participants visit Illinois to teach in grades PK-12 and public school’s bilingual education programs. At the conclusion of the program (a maximum of three years), participants return to their home countries to share their recently gained cultural and educational experiences. The Illinois State Board of Education Exchange Visitor Program (EVP) began when a memorandum of understanding (MOU) with Spain was signed in 1997. In 2008 Mexico signed an MOU, becoming ISBE’s second exchange country.

The teacher selection process conducted in Mexico City (March 2010) and in Madrid (April 2010) are designed to ensure that our pool of applicants meet certification requirements to obtain their Illinois Visiting International Teaching certificate and highly qualified requirements.

This year twenty-four (24) new teachers were recruited, of which twenty two (22) were from Spain and two (2) from Mexico. All school districts (Des Plains and Posen-Robbins, Rockford and Schaumburg) that participated in the recruitment process were impressed with the number and qualifications of viable candidates.
Since 2005, Illinois school districts have recruited two-hundred-seventy-two (272) visiting international teachers (264 from Spain and 8 from Mexico). The number of participants from Mexico continues to grow steadily despite our FY09 cancellation, due to H1N1 outbreak and concerns. DELL is in the process of investigating working with the federal Office of Migrant Education, who currently holds an MOU with Mexico for the Bi-national Exchange Program, in an effort to conduct coordinated teacher recruitment.

Beginning in 2007 ISBE has been working with The Ministry of Education, Bureau of International Cultural and Educational Relations of the Republic of China (Taiwan) to establish an MOU that will provide an opportunity for Illinois to establish a visiting teacher program with Taiwan and student exchange. Upon signature of the parties, Taiwan will become ISBE’s third participating country.

**Effectiveness**

Overall, all participating school districts and visiting teachers have provided positive feedback on the benefits of a cultural exchange and are hopeful that the program will continue to grow and expand in the future.

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

Policy Implications: None

Budget Implications: An average of 6-9 dedicated days annually for each country is necessary. Travel expenses are paid by Spain with their agreement; for Mexico ISBE absorbs travel expenses which have averaged approximately 1300.00 dollars annually. Taiwan’s agreement does not require travel.

Legislative Action: None

**Pros and Cons of Various Actions**

Approval of the MOU will authorize the state to begin a visiting international program with Taiwan.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education authorizes the State Superintendent to finalize the MOU with the Ministry of Education, Bureau of International Cultural and Educational Relations of the Republic of China (Taiwan) and develop a visiting international teachers program.

**Next Steps**

The MOU will be finalized and a visiting international program will be implemented.
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE ILLINOIS STATE BOARD OF EDUCATION
AND
THE MINISTRY OF EDUCATION,
BUREAU OF INTERNATIONAL CULTURAL AND EDUCATIONAL RELATIONS
OF THE REPUBLIC OF CHINA (TAIWAN)

BACKGROUND, RESOLUTION AND PURPOSE

The Bureau of International Cultural and Educational Relations, Ministry of Education, (hereafter referred to as the MOE), and the Illinois State Board of Education (hereafter referred to as ISBE),

In recognition of the importance that the English and Chinese languages carry as means of communication between individuals as well as countries, and of the valuable role they play in the exchange of ideas in the fields of economics, science and culture;

Driven by the same desire to strengthen ties between the citizens of their respective territories, to maintain and enhance bilateral co-operation in educational matters, to promote mutual understanding, to realize common benefits through collaborative development, and to cooperate in the efforts that both agencies are exerting to design the educational model of this new millennium through the development of a work plan, of which interculturalism will be an essential element;

Conscious of the possibilities that the collaboration of both agencies can offer in the field of education, agree to pursue, through this MOU, the following:

I. GENERAL PRINCIPLES

I.1. - The MOE and the ISBE have established as the main objectives for the cooperative programs that will be developed under this MOU the improvement of the quality and extent of the teaching of the Chinese language and culture in Illinois, and the English language and North American culture in Taiwan, in order to:

a) Promote both personal and professional relationships between citizens of Illinois and Taiwan;
b) Foster knowledge and appreciation of the culture shared by the two communities;
c) Provide students who enroll in these programs with a bilingual and multicultural education that trains them for future personal, academic and professional success;
d) Provide professional growth opportunities to the teachers of Illinois and Taiwan.
e) Promote educational and academic exchanges between individuals, organizations and educational institutions in Illinois and Taiwan;
f) Promote study opportunities in Taiwan along with assistance, information and services to those seeking educational opportunities and scholarships; and
g) Develop educational partnerships with appropriate cooperative organizations in Illinois and Taiwan regarding seminars, workshops and conferences.

I.2. – All plans and programs subject to this MOU will be implemented in order to obtain quality standards in English as well as Chinese.

II. COOPERATIVE PROGRAMS

The basic means of cooperation between the MOE and the ISBE will be implemented through the following programs:

II.1. – Visiting Teachers (Taiwan Teachers Working in Illinois)

Every three years, the ISBE cultural exchange will designate approved English testers to evaluate the English proficiency and the ability of prospective visiting teachers to teach in the schools of the State of Illinois; determine appropriate teaching placements for prospective visiting teachers; and establish and retain a list of such highly qualified teachers to be used for the annual district selection of visiting teachers. Travel to Taiwan is not required as a condition of this agreement.

Each school year, the Ministry and the districts will cooperatively select a number of highly qualified teachers from Taiwan from the official ISBE list of highly qualified teachers who may be hired under local contract in elementary, middle and/or secondary classrooms in schools in Illinois.

II.1.A. - The ISBE, in collaboration with the Ministry, will promote the recruitment of teachers from Taiwan qualified to teach in bilingual programs, Chinese foreign language/culture programs, and possibly other core subject matters.

II.1.B. - These teachers will be considered International Visiting Teachers, and they will be involved in the educational system of the State according to the following paragraphs of this Memorandum.

II.1.C. - The ISBE and the Ministry agree to invite the school districts to take part in the program and will select those that will participate each year.

II.1.D. – Will take measures to obtain visas for the visiting teachers in collaboration with the ISBE.

II. 2. – Student and Educator Exchange
The Ministry and the ISBE agree to discuss the establishment of exchanges between schools in Illinois and Taiwan.

II. 3. - Teaching in Taiwan

The Ministry, in cooperation with the ISBE, shall assist Taiwan schools in placing selected certified Illinois teachers to teach English.

II. 4. – International Chinese Cultural Academies

The ISBE and the MOE may cooperate in the creation of a network of English/Chinese bilingual schools known as International Chinese Cultural Academies. The main objective of this initiative would be the implementation of high quality bilingual education, supported by the MOE and other Chinese institutions dedicated to the promotion of Chinese language learning.

III. COORDINATION AND IMPLEMENTATION

III.1. Implementing Official

Responsibility for coordinating activities and communication concerning this MOU will be with the Director General, Bureau of International Cultural and Educational Relations of the Ministry of Education in Taiwan, and to the State Superintendent of the Illinois State Board of Education.

III.2. Work Group

A Work Group will be formed by the parties to develop and oversee a work plan to implement this MOU. Action items of the work plan will be recommended and determined by the work group. This Work Group will be co-chaired by the Implementing Officials, or their designees, and may involve participation of other agencies as appropriate. The Work Group thus formed will meet at least once a year.

III. 3. Costs

Unless noted otherwise by this MOU or otherwise agreed between the Parties, each party participating in the cooperative activities and initiatives will be responsible for all costs of its participation at Working Group and other joint meetings.

III. 4. Liability

In implementing the cooperative activities under the MOU, each party will be responsible for its own acts and the results thereof, and will not be responsible for the acts of the other party and results thereof.

III. 5 Intellectual Property Rights

The MOU does not affect intellectual property rights of the parties. In proposed cooperative activities, where it is foreseeable that questions related to intellectual property rights might arise, the parties, in accordance with their national laws, will agree in advance as to the effective protection and allocation of those intellectual property rights.
III. 6. Evaluation

Representatives of the MOE and the ISBE will conduct an annual evaluation and develop an annual report detailing the application of the program. This report will suggest proposals for improvement and recommendations for future work plans.

III. 7. Duration of Program

The MOU shall come into force on the date of signature by both parties and shall remain in effect for a period of three years. This MOU may be extended or amended with the written consent of both parties.

This MOU may be terminated by either party at any time, upon three months written notice being given to the other party. The termination of this MOU shall not affect the validity or duration of activities agreed upon hereunder and initiated prior to such termination, unless the parties otherwise agree.

This MOU is executed by the ISBE and the MOE subject to the availability of funds.

In witness, whereof, the undersigned, being duly authorized by their respective governments, have signed this Memorandum of Understanding.

This MOU is signed in English and Chinese and both Memoranda are equally valid in Illinois and the Republic of China (Taiwan).

Signed in the Republic of China (Taiwan) and Springfield, Illinois on January __________, 2007.

Representing the State Board of Education of the State of Illinois,

Dr. Christopher Koch
State Superintendent of Education, Interim

Chin-Sheng Chang, Director- General
Representing the Bureau of International cultural and Educational Relations, Ministry of Education, Republic of China (Taiwan)