<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 10:30 a.m.</td>
<td>Convene Board Meeting</td>
<td>Carbondale Community High School</td>
</tr>
<tr>
<td>10:30 a.m. – 11:30 a.m.</td>
<td>School Tour</td>
<td>Carbondale Community High School</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Reconvene Board Meeting</td>
<td>Carbondale Community High School</td>
</tr>
<tr>
<td>1:00 – 2:00 p.m.</td>
<td>Lunch</td>
<td>Carbondale Community High School</td>
</tr>
<tr>
<td>*2:00 – 3:30 p.m.</td>
<td>Closed Session (as needed)</td>
<td>Carbondale Community High School</td>
</tr>
<tr>
<td>3:30 p.m. – 4:00 p.m.</td>
<td>Reconvene Board Meeting</td>
<td>Carbondale Community High School</td>
</tr>
<tr>
<td>*4:00 – 6:00 p.m.</td>
<td>Budget Hearing</td>
<td>Carbondale Community High School</td>
</tr>
</tbody>
</table>

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

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

Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

**NOTE:** Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
ILLINOIS STATE BOARD OF EDUCATION

State Board of Education Meeting
Carbondale Community High School
330 South Giant City Road, Carbondale, IL 62902

October 23, 2013
This meeting will also be audio cast on the Internet at: www.isbe.net

8:00 a.m.

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

II. Resolutions and Recognition
   A. Resolution honoring National Beta Teacher of the Year, Lori Quigley Eldorado Middle School (p. 4)

III. Presentations and Updates
   A. Formula Funding discussion with Advance Illinois
   B. IERC Racial Diversity and Academic Composition of the Teacher Supply Pipeline
   C. Update on East St. Louis

IV. Public Participation

V. School Tour

VI. Board Discussion on Class Size and Case Load (p. 5)

Break for Lunch

VII. Closed Session (as needed)

VIII. Report Card Discussion

IX. *Superintendent’s Report - Consent Agenda

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

   A. *Approval of Minutes:
      1. Plenary Minutes: September 18-19, 2013 (pp. 6-13)

   B. *Rules for Initial Review
      1. Part 22, Code of Ethics for Illinois Educators (pp. 14-229)
      2. Part 23, Standards for the School Service Personnel Certificate (pp. 14-229)
      3. Part 28, Standards for Certification in Special Education (pp. 14-229)
      4. Part 29, Standards for Administrative Certification (pp. 14-229)

   C. *Rules for Adoption

   D. *Contracts and Grants Over $1 Million
      1. Amendment to Intergovernmental Agreement with DHS (pp. 230-232)
      2. Intergovernmental Agreement with East St. Louis (pp. 233-237)
      3. Request to Award Lead Partner RFSP (p. 238)

   E. *Recommendations to the State Charter Commission (p. 239)

End of Consent Agenda
F. Qualified Zone Academy Bond Authorization(s) (pp. 240-244)

X. Discussion Items
   A. Amending Board Bylaws: Officer Term Limits (pp. 245-246)
   B. Election of Vice Chair and Secretary (p. 247)
   C. Budget Update (pp. 248-258)
   D. District Oversight – Monthly Update
   E. Other Items for Discussion

XI. Announcements
   A. Superintendent’s/Senior Staff Announcements
   B. Chairman’s Report
   C. Member Reports

XII. Closed Session (as needed)

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

XIV. Adjourn

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

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

Honoring
Lori Quigley
October 2013

WHEREAS, Lori Quigley is an eighth grade math teacher at Eldorado Middle School; and

WHEREAS, Lori Quigley, affectionately known as “Ms. Quig” by the students and faculty, also serves as a Junior Beta Club Sponsor; and

WHEREAS, “Ms. Quig” emulates the philosophy of the National Beta Club in her commitment to helping students attain their highest potential and academic achievement, preparing students for life beyond the classroom and encouraging students to be strong leaders both within and outside Eldorado Middle School; and

WHEREAS, Lori Quigley’s numerous contributions and dedication to the Beta Club resulted in her recently being named the 2013 National Junior Beta Club Sponsor of the Year and the 2013 Illinois Junior Beta Club Sponsor of the Year; and

WHEREAS, Lori Quigley’s efforts in fostering students and providing them with the skills they will need to successfully compete in a global marketplace has also earned her the 2012-2013 Peabody Energy Leaders in Education award; and

WHEREAS, Lori Quigley has consistently led by example demonstrating the importance of citizenship through her fundraising efforts for various charities, educational organizations and community projects; now

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Lori Quigley for her dedication to students and her contributions to the field of education.

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

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

_______________________
David L. Fields, Member

_______________________
Melinda A. LaBarre, Member
Improving Education Funding For All Students
Robin Steans and Marin Gjaja

October 23, 2013
Illinois education funding is ripe for review

- **Illinois’ current system for funding public schools is nearly two decades old**
  - States typically reexamine education funding structures every 20-25 years

- The driving goal of an education funding formula must be to support student achievement and improve outcomes
  - IL’s current funding system does not

- **IL outcomes are mediocre and exhibit a significant income-based achievement gap**
  - Overall educational achievement: Illinois NAEP results rank 25th-30th
  - Income-based achievement gaps: Illinois ranks 40th-45th

- **Funding shortfalls pose a critical challenge, and the problem continues to worsen**
  - When adjusted for inflation, Illinois slashed $1.4 billion from the total K-12 budget between FY2009 and FY2013, an 18% cut
  - Illinois has not met funding obligations to school districts since 2011 and prorated general education funds, hurting disadvantaged districts the most

- **State funding system is less aligned with the intended goals of providing adequate and equitable education funding**
  - Total funding system is regressive: Illinois ranks 49th of 50 states
  - Proportion of total funding from state is decreasing over time (now ~25% of K-12 spend).
  - Funding gap continues to widen between what EFAB recommends and what Legislature appropriates to fund
There is a path forward to improve how IL supports public education in line with ISBE’s principles

• We propose an integrated funding formula that would be simple, straightforward, and more equitable
  – Funds directed based on student and district needs/characteristics
  – Transparently distributes all available state funds (GSA plus most categoricals) according to a school district’s ability to pay

• A more equitable, principles-based approach to funding will give all IL students the best chance at success
  – The longer we wait, the more we fail the students of IL

• With this change, we can improve how Illinois supports public education and build a foundation on which to address additional key funding issues such as adequacy and accountability

Today's objectives: share our view of why the time is now to address IL school funding and discuss a potential path forward
Current state of Illinois school funding
Illinois school performance is middling overall, and low-income students are falling further behind.

Percent of students scoring at or above proficient on NAEP, 2011

- **8th grade reading**: 48% (Non-low-income) vs. 19% (Low income), with a 29% gap.
- **8th grade math**: 47% (Non-low-income) vs. 17% (Low income), with a 30% gap.
- **4th grade reading**: 49% (Non-low-income) vs. 16% (Low income), with a 33% gap.
- **4th grade math**: 56% (Non-low-income) vs. 20% (Low income), with a 36% gap.

**Rank of IL’s gap**: 42nd (8th grade reading), 40th (8th grade math), 46th (4th grade reading), 44th (4th grade math).

Note: Illinois’ overall performance ranks 25th-30th among all states, depending on subject.

Source: NCES National Assessment of Educational Progress, 2003-2011
IL has advanced landmark reforms to improve education...

ISBE-led initiatives strive to improve the quality of our education, a few examples:

<table>
<thead>
<tr>
<th>Initiative description</th>
<th>Common Core Standards</th>
<th>Educator evaluations</th>
<th>Longitudinal data system</th>
<th>SIG(^1), district intervention, Center for School Improvement</th>
<th>School report cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed to raise IL outcomes to internationally benchmarked standards</td>
<td>Designed to provide teachers with meaningful feedback needed to improve instruction</td>
<td>System updates aimed at improving data quality and ease of collection</td>
<td>Grants provide state support and oversight of low-performing schools and districts; CSI provides additional targeted support</td>
<td>New tool to help families understand how schools and districts serve students</td>
<td></td>
</tr>
<tr>
<td>Improves outcomes for students and better prepares them for college and careers</td>
<td>Provides more comprehensive measure of teacher performance and supports improved instruction for students</td>
<td>Expedites and improves measuring school performance against IL benchmarks</td>
<td>Transforms low-performing districts and aligns against IL benchmarks</td>
<td>Shines a light on key, actionable data measures for students, families and educators</td>
<td></td>
</tr>
</tbody>
</table>

---

1. SIG=School Improvement Grant. Funds are awarded by the US Department of Education to state education agencies (SEAs) and can be allocated toward one of four prescriptive intervention models: turnaround, restart, school closure, or transformation

**Illinois created a comprehensive plan to strengthen public education, yet the state's fiscal crisis threatens to undermine efforts**
When adjusted for inflation, IL slashed $1.4B from the total K-12 budget since FY2009, and overall funding barely kept pace with inflation since 2002, excluding proration.

Proration continues to impact IL school funds ($500M in 2013)

Funding shortages have resulted in proration of the foundation level...

- Proration hits the neediest districts' operating budgets the hardest
  - Lowest property wealth districts lose 5.5% vs. 0.5% for highest wealth
  - Highest student poverty districts lose 4.8% vs. 0.8% of lowest poverty districts

...which disproportionally impacts the state's most disadvantaged students

Foundation level funding ($/pupil)

- 89% allocation by IL legislature equals an 11% funding cut
- $500M impact in 2013

FY13 GSA funding loss (M)

- Lowest poverty
- Highest poverty

1. Chicago Public Schools (CPS) is its own category as it represents 22 percent of the state’s enrollment; CPS is not included within the other quintiles

Source: Education Funding Advisory Board, Illinois State Board of Education; Advance Illinois analysis of FY2013 General State Aid entitlement calculations, February 2013
... and Illinois’ total funding distribution is regressive, creating significant inequities

**IL state funding is the second least progressive in the nation**

<table>
<thead>
<tr>
<th>Equity Ratio</th>
<th>IL</th>
<th>US Average</th>
<th>Top 10 Average (most progressive)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77</td>
<td>102</td>
<td>128</td>
</tr>
</tbody>
</table>

Equity ratio is the ratio of cost adjusted (predicted) state plus local funding per pupil for the highest quintile poverty districts to the lowest quintile poverty districts (where poverty is measured by the Census). The local equity ratio includes only local revenues.

Note: IL ranks 5th overall for local equity.

Source: Center for American Progress, "The Stealth Inequities of School Funding", APA report to EFAC

**Top 10 states deploy a progressive funding system with respect to poverty**

- Fund highest census poverty (30%) districts at 20%+ more than 0% poverty districts
- Several state courts have enforced progressive funding of poverty (e.g. NJ)
- Adopted formula weights for poverty and other high-need characteristics (e.g. NJ, OH, DE)

**APA's findings confirm local funding disparities drive the inequity for IL**

- Disadvantaged districts receive less funding on average
- Funding levels largely determined by district wealth
- Variation in spending not indicative of districts making greater tax efforts
The state’s funding contribution has shrunk, which increases the funding inequity

State funding contribution declined³...

<table>
<thead>
<tr>
<th>% of total funding</th>
<th>1997 - 2001 average</th>
<th>2007 - 2011 average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Federal</td>
<td>State</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

...which contributed to funding inequity

- "There is a negative relationship between district needs and spending"

- "Significant spending variance across districts is not a result of the fact that needs of districts vary"

- "State aid as presently distributed is insufficient in magnitude to overcome impact of local revenue"

- APA testimony to EFAC

• From 2002-2012 total state aid increased 20% while local funding grew 51%
• State budget in 2012 is $6.2B, after proration

1. Includes special education. Note: Categoricals include some competitive grants. Additional competitive grants represent very small portion of total spend.
2. Illinois distributes an additional $3.5 billion in federal funds to support state and local education. (source: Illinois State Board of Education Budget Book).
3. Source: Illinois State Board of Education; iLearn website, APA report to EFAC
State spending is progressive, but total funding is regressive across student poverty and district property wealth profiles

Comments

<table>
<thead>
<tr>
<th>Link between poverty and state spending could be stronger</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Third and fourth quintile have &gt;40% poverty</td>
</tr>
</tbody>
</table>

Total funding driven by large disparities in local funds

Taking into consideration local ability to pay would direct state dollars where they are needed most

Note: funding excludes capital spending
Source: ISBE FY13 state disbursements & ILearn FY13
State funding components are only partially linked to student poverty and district property wealth

<table>
<thead>
<tr>
<th>Funding component</th>
<th>% of state funding</th>
<th>Poverty level (DHS)</th>
<th>Local wealth (EAV)</th>
<th>Issues for funding equity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formula grants</td>
<td>45%</td>
<td>X</td>
<td>✓</td>
<td>- True property wealth capped by PTELL, adjustment had a $444M impact in FY 2013</td>
</tr>
<tr>
<td>Supplemental grants</td>
<td>23%</td>
<td>✓</td>
<td>X</td>
<td>- Supplemental grants effectively weight poverty at ~16%</td>
</tr>
<tr>
<td><strong>Categorical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>8%</td>
<td>X</td>
<td>✓</td>
<td>- Transportation is the only major categorical grant that takes local wealth into account</td>
</tr>
<tr>
<td>All other categorical</td>
<td>12%</td>
<td>✓</td>
<td>X</td>
<td>- Primarily SpEd funding; local ability to pay is not taken into consideration presently</td>
</tr>
<tr>
<td>Chicago block grants</td>
<td>8%</td>
<td>X</td>
<td>X</td>
<td>- Determined via dated allocation methodology</td>
</tr>
<tr>
<td>Early childhood</td>
<td>4%</td>
<td>✓</td>
<td>✓</td>
<td>- Connection to student poverty level and districts' ability to pay is unclear</td>
</tr>
</tbody>
</table>

1. Includes special education.
Note: Categoricals include some competitive grants. Additional competitive grants represent very small portion of total spend.
To recap, IL faces several key constraints to funding equity

<table>
<thead>
<tr>
<th>Regressive approach to proration furthers funding inequities</th>
<th>State funds comprise only ~25% of total spending</th>
<th>Lack of connection between poverty and most state funding</th>
<th>Local ability to pay not adequately accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2013: IL only covered 89% of the $6,119 foundation level</td>
<td>Every state dollar must be put to effective use and directed where it is most needed.</td>
<td>69% of state spending is allocated without regard to district poverty</td>
<td>47% of state spending does not account for district wealth</td>
</tr>
<tr>
<td>• Cost districts $522M</td>
<td>Wealthiest districts fund far in excess of state average through local revenues</td>
<td>• Cost districts $522M</td>
<td>• Supplemental and categorical grants do not consider wealth</td>
</tr>
<tr>
<td>• Poorest quintile students lost 5.4% of OEPP</td>
<td></td>
<td>• Formula GSA and categoricals not distributed against poverty</td>
<td>• PTELL(^1) understates the true ability to pay of some districts</td>
</tr>
<tr>
<td>• Least poor quintile lost 0.5% of OEPP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Similar trends seen across wealth quintiles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IL funding system must be adjusted if the state is to effectively support all students and schools

Source: NCES Data Center, ISBE, BCG analysis
A potential approach to improve funding equity
ISBE's principles should ultimately guide any funding solution

<table>
<thead>
<tr>
<th>ISBE funding principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Equity</td>
</tr>
<tr>
<td>Begins with everyone contributing a minimum tax rate and adjusts for student need by weighting the formula to allow for additional resources to address impediments to student achievement</td>
</tr>
<tr>
<td>✓ Adequacy</td>
</tr>
<tr>
<td>Provides a level of funding sufficient for a high quality education</td>
</tr>
<tr>
<td>✓ Outcome-focused</td>
</tr>
<tr>
<td>Encourages student growth in learning</td>
</tr>
<tr>
<td>✓ Simplicity</td>
</tr>
<tr>
<td>Provides districts a predictable, understandable revenue stream that is used to maximize student outcomes</td>
</tr>
<tr>
<td>✓ Transparency</td>
</tr>
<tr>
<td>Is easily accessed and understood by all citizens</td>
</tr>
</tbody>
</table>
For all the complexity of the current funding system, a solution comes down to two fundamental questions:

<table>
<thead>
<tr>
<th>Key question</th>
<th>Principles in action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. How much should a student be funded to receive a full education?</strong></td>
<td>Fund to characteristics of students and districts:</td>
</tr>
<tr>
<td></td>
<td>• Student based (e.g. poverty, special education, ELL)</td>
</tr>
<tr>
<td></td>
<td>• District based (i.e. poverty concentration)</td>
</tr>
<tr>
<td><strong>2. How much can the local community provide?</strong></td>
<td>Districts provide revenues according to a consistently applied minimum property tax rate</td>
</tr>
<tr>
<td></td>
<td>State funding is the difference between total funding needed and local resources available</td>
</tr>
</tbody>
</table>

An effective solution will address these questions and align the system with ISBE's funding principles.
Even aggressive changes to the current system do not sufficiently improve equity

<table>
<thead>
<tr>
<th>Change modeled</th>
<th>Impact</th>
<th>Proposed changes do not alter the system to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set the foundation level at the appropriation level</td>
<td>• 5Q poverty gain $291/pupil(^1)</td>
<td>1 Accurately and transparently account for student need and</td>
</tr>
<tr>
<td>• Eliminate Flat Grant districts from formula and supplemental funding</td>
<td>• 5Q wealth gain $324/pupil(^1)</td>
<td>2 Account for local ability to pay</td>
</tr>
<tr>
<td>• Shift state dollars from into wealth equalized GSA formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 60-70% PTELL EAV adjustment floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase the foundation level ($6,190 ilo $6,119)</td>
<td>• 5Q poverty gain $350/pupil</td>
<td></td>
</tr>
<tr>
<td>• Distribute GSA formula and supplemental grant funding with formula</td>
<td>• 5Q wealth gain $430/pupil</td>
<td></td>
</tr>
<tr>
<td>• Increase weight on poverty concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Eliminate PTELL adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggressive changes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The IL state funding system requires transformative change

\(^1\) Impact does not reflect any change to PTELL EAV adjustment. $/pupil impact is an estimate based on the total dollar impact provided by ISBE and FY13 ADA figures

Source: December 12-13, 2012 ISBE presentation focused on 4 potential changes to the current system
There are lessons to be learned from other states that have adjusted their funding models against key principles

**Target high needs students with weights**

Can range from the simple...
- RI: Additional weight for low-income students only

...to the complex
- NJ: Weights for grade levels; weights for special ed, limited English proficiency (LEP), low-income students
- MA: Multiply students in 14 categories (e.g. grade levels, low-income, special ed) by cost rates in 11 areas

Unclear whether weighting for more variables improves equity

**Simplify and consolidate formula**

Careful establishment of the foundation amount eliminates the need for large categorical spend
- Should represent the adequacy level of spending
- RI, NJ, CT spent a majority of their reform efforts determining the "right" foundation level

Simple formulas are difficult for legislators to game
- RI, DE, WI, CT all suffered from legislators making incremental changes for self-serving purposes

**Tie all funding streams to district need and/or ability to pay**

State share ratio is the biggest driver of distribution
- Determined by district wealth (WI, CO), poverty, or both (RI, CT)

Minimize (categorical) spend that occurs outside of the formula
- RI: Foundation funding accounts for 99% of state aid

In more complex models, district-level weights can account for cost of living, cost of personnel, and size

**Require districts to be more accountable for improving student outcomes**

District accountability requirements ensure state dollars are being effectively spent...
- CA, MD: districts share spending plans to show how they plan to improve outcomes and opportunities

... while also allowing for local control over resource allocation
- CA, MD: districts that show improvement maintain funding flexibility and discretion over funding distribution
An integrated funding formula distributes funds in a simple, equitable manner that accounts for need and local resources.

An integrated formula can simplify how state dollars are distributed...

• Combine all GSA and most categoricals\(^1\) and allocate according to a single, transparent, integrated formula
• Ensure distributions are anomaly free

...while funding districts according to student need and local ability to pay

• Foundation level set to provide base adequacy
• Weight for need according to student/district characteristics
• All funds means tested against local wealth
• State funding fills the gap to required amount
• Districts can fund more using local tax revenues

---

1. See backup page for additional detail on categoricals included in formula
Source: ISBE 2014 Budget Book, ISBE FY13 State Disbursements
We modeled a hypothetical scenario that...

- Combines and distributes all GSA and most categorical funding with a single, integrated formula that is simple and transparent

- Incorporates the effects of proration
  - We believe full funding should be restored immediately

- Increases weights for low-income students and districts

- Means tests all state distributions

- Maintains PTELL adjustment for purposes of this analysis
  - Should be reconsidered in further analytical efforts

An integrated formula can significantly improve funding equity in IL
An integrated formula can distribute state funds more equitably

*Highest poverty and lowest wealth quintiles see an increase in state funding*

From: State funding progressive for highest poverty districts

To: State funding heavily skews toward highest poverty districts

**State funding / pupil ($K)**

<table>
<thead>
<tr>
<th></th>
<th>Low poverty</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>CPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>1.5</td>
<td>1.9</td>
<td>2.7</td>
<td>3.4</td>
<td>5.4</td>
<td>4.8</td>
</tr>
<tr>
<td>Low poverty</td>
<td>0.5</td>
<td>0.4</td>
<td>0.1</td>
<td>0.3</td>
<td>0.7</td>
<td>0.1</td>
</tr>
<tr>
<td>High poverty</td>
<td>164</td>
<td>127</td>
<td>45</td>
<td>88</td>
<td>190</td>
<td>38</td>
</tr>
</tbody>
</table>

**Change/Pupil ($K)**

<table>
<thead>
<tr>
<th></th>
<th>Low poverty</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>CPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>1.0</td>
<td>1.5</td>
<td>2.6</td>
<td>3.7</td>
<td>6.0</td>
<td>4.9</td>
</tr>
<tr>
<td>Low poverty</td>
<td>0.5</td>
<td>0.4</td>
<td>0.1</td>
<td>0.3</td>
<td>0.7</td>
<td>0.1</td>
</tr>
<tr>
<td>High poverty</td>
<td>164</td>
<td>127</td>
<td>45</td>
<td>88</td>
<td>190</td>
<td>38</td>
</tr>
</tbody>
</table>

**Key observations**

- Highest poverty quintile show the most significant gains
- Poorest quintile districts receive majority of all gains

Note: Based on an average poverty weight of 26%, analysis excludes: Bellwood, East St. Louis, Maywood-Melrose Park-Broadview and Webber Township due to lack of data
Despite limited funds, altering formula can increase overall equity

An integrated formula consistently directs state funds where they are needed most

From: Total funding shows little relation to poverty level

<table>
<thead>
<tr>
<th>Total funding / pupil ($K)</th>
<th>1 Low poverty</th>
<th>2</th>
<th>3</th>
<th>4 High poverty</th>
<th>5 CPS (SQ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal and local</td>
<td>12.1</td>
<td>11.6</td>
<td>11.0</td>
<td>10.9</td>
<td>11.6</td>
</tr>
<tr>
<td>State</td>
<td>10.6</td>
<td>9.7</td>
<td>8.3</td>
<td>7.5</td>
<td>6.2</td>
</tr>
</tbody>
</table>

To: Total funding skews toward highest poverty districts

<table>
<thead>
<tr>
<th>Total funding / pupil ($K)</th>
<th>1 Low poverty</th>
<th>2</th>
<th>3</th>
<th>4 High poverty</th>
<th>5 CPS (SQ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal and local</td>
<td>11.6</td>
<td>11.2</td>
<td>10.9</td>
<td>11.1</td>
<td>12.3</td>
</tr>
<tr>
<td>State</td>
<td>10.6</td>
<td>9.7</td>
<td>8.3</td>
<td>7.5</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Key observations

- Achieves more progressive total funding distribution
- Given size of local funding, the impact state dollars can have on equity is limited – however, we believe this to be a meaningful step in the right direction

From: Total funding follows local wealth

<table>
<thead>
<tr>
<th>Total funding / pupil ($K)</th>
<th>1 High wealth</th>
<th>2</th>
<th>3</th>
<th>4 Low wealth</th>
<th>5 CPS (2Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal and local</td>
<td>14.9</td>
<td>12.1</td>
<td>10.4</td>
<td>10.0</td>
<td>9.9</td>
</tr>
<tr>
<td>State</td>
<td>13.5</td>
<td>10.0</td>
<td>7.9</td>
<td>6.4</td>
<td>4.6</td>
</tr>
</tbody>
</table>

To: Total funding disparities across quintiles muted

<table>
<thead>
<tr>
<th>Total funding / pupil ($K)</th>
<th>1 High wealth</th>
<th>2</th>
<th>3</th>
<th>4 Low wealth</th>
<th>5 CPS (2Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal and local</td>
<td>14.0</td>
<td>11.5</td>
<td>10.4</td>
<td>10.4</td>
<td>10.6</td>
</tr>
<tr>
<td>State</td>
<td>13.5</td>
<td>10.0</td>
<td>7.9</td>
<td>6.4</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Note: Based on an average poverty weight of 26%, analysis excludes: Bellwood, East St. Louis, Maywood-Melrose Park-Broadview and Webber Township due to lack of data
Eliminating proration allows the integrated formula to make the system more equitable while addressing a root cause of inequity.

**From: State funding progressive for highest poverty districts**

- **State funding / pupil ($K)**
  - Low poverty: 1.5, 1.9, 2.7, 3.4, 5.4, 4.8
  - High poverty: 1.1, 1.7, 2.8, 4.0, 6.4, 5.3

**To: State funding heavily skews toward highest poverty districts**

- **State funding / pupil ($K)**
  - Low poverty: 0.4, 0.2, 0.1, 0.6, 1.0, 0.5
  - High poverty: 118, 67, 32, 178, 298, 177

**Key observations**

- Three highest poverty quintiles gain when proration is removed and an integrated formula is used.

**From: State funding highest for lowest wealth districts**

- **State funding / pupil ($K)**
  - High wealth: 1.4, 2.1, 2.5, 3.6, 5.3, 4.8
  - Low wealth: 0.6, 1.7, 2.8, 4.4, 6.4, 5.3

**To: State funding that heavily favors lowest wealth districts**

- **State funding / pupil ($K)**
  - High wealth: 0.8, 0.4, 0.4, 0.8, 1.1, 0.5
  - Low wealth: 231, 110, 115, 225, 324, 177

**Key observations**

- Three poorest quintile districts receive significant gains.

---

Note: Based on an average poverty weight of 26%, analysis excludes: Bellwood, East St. Louis, Maywood-Melrose Park-Broadview and Webber Township due to lack of data.
Eliminating proration along with an integrated formula transforms overall funding

From: Total funding shows little relation to poverty level

To: Total funding skews toward highest poverty districts

Key observations

- Achieves more progressive total funding distribution
- Eliminating proration provides a strong lever to increase the overall funding equity in IL

Note: Based on an average poverty weight of 26%, analysis excludes: Bellwood, East St. Louis, Maywood-Melrose Park-Broadview and Webber Township due to lack of data
We recommend the state pursue structural changes to make the formula more equitable, simple and transparent

**Funding formula recommendations**

- Design and implement a single, integrated formula that is simple and transparent
- Make the funding system whole — Eliminate proration and recapture lost dollars
- Accurately account for student and district need
- Means test the vast majority of state funds

**ISBE principles addressed**

- Equity
- Adequacy
- Outcome-focused
- Simplicity
- Transparency

Aligning on how to improve the formula a key first step; the path forward requires further discussions around the details
The path forward
Several additional considerations will need to be addressed as improvement efforts proceed.

<table>
<thead>
<tr>
<th>Key question</th>
<th>Additional considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- What is an adequate foundation level?</td>
</tr>
<tr>
<td>1</td>
<td>- What is the right set of weights to capture need?</td>
</tr>
<tr>
<td>1</td>
<td>- What to weight (e.g. poverty, ELL, special education)?</td>
</tr>
<tr>
<td>1</td>
<td>- How much to weight?</td>
</tr>
<tr>
<td>1</td>
<td>- What categoricals should be included for distribution?</td>
</tr>
<tr>
<td>1</td>
<td>- How to correctly account for regional cost differences?</td>
</tr>
<tr>
<td>1</td>
<td>- What is the correct approach to early childhood funding?</td>
</tr>
<tr>
<td>2</td>
<td>- How much should a student be funded to receive a full education?</td>
</tr>
<tr>
<td>2</td>
<td>- How much can the local community provide?</td>
</tr>
<tr>
<td>2</td>
<td>- How to proceed with PTELL adjustment?</td>
</tr>
<tr>
<td>2</td>
<td>- How to account for the differential treatment of pension costs in Chicago?</td>
</tr>
<tr>
<td>2</td>
<td>- Do the current assumed tax rates accurately reflect local tax efforts?</td>
</tr>
<tr>
<td>3</td>
<td>- Additional questions</td>
</tr>
<tr>
<td>3</td>
<td>- How will funding complement the state’s emerging accountability system and support student outcomes?</td>
</tr>
</tbody>
</table>

Determining the foundation level and how funding can complement efforts to improve outcomes among the most important...
IL uses a common approach to determine a foundation level, but it needs to be reexamined.

Current formula based on successful schools:

- Identify successful school districts based on student academic achievement + demographics
- Predict operational expenditure per student in every school district

Focus on successful districts that spend less than expected

Average the operational expenses per students among these districts

IL approach is reasonable and sound, but dated:

- Model developed by Augenblick and Myers is one of the more common approaches nationally
  - The Education Funding Advisory Board recommendation provides an overall foundation number; not an adequate number for each district
- Several key opportunities to improve:
  - Refresh decade old analysis
  - Align definition of success with IL state definition
  - Assess school-level spending rather than district-level spending

Draws upon key metrics, e.g.
- Low-income enrollment
- Average teacher salary

While the method to obtain the foundation level should be reconsidered, the current recommendation is not unreasonable.

**Benchmarks of IL and other states confirm $8,672 EFAB recommendation is reasonable**

<table>
<thead>
<tr>
<th>IL districts spend about $8,500 per student controlling for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
</tr>
<tr>
<td>Spending between 20th and 80th percentiles</td>
</tr>
</tbody>
</table>

**Other states**

<table>
<thead>
<tr>
<th>State</th>
<th>Foundation level</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>K-3: $7,557 4-6: $6,947 7-8: $7,154 High school: $8,505</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Elementary: $7,152 High school: $8,545</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>$8,295 (all grades)</td>
</tr>
</tbody>
</table>

**Practical issues in applying the foundation level**

- Should regional cost variations be incorporated in the funding formula?
- Should elementary/middle/high schools be funded differently?

The $6,119 legislated foundation level is 30%+ below EFAB recommendation and needs to be revisited.
Education funding and accountability must work in cooperation

**Education accountability systems consist of two main components**

<table>
<thead>
<tr>
<th>Spending accountability</th>
<th>Performance accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School-based accounting provides transparency into how dollars are spent and allows for more effective analysis of spending.</td>
<td>• Funding systems should support efforts to improve student performance and outcomes, and complement IL’s emerging accountability system</td>
</tr>
</tbody>
</table>
| • ISBE has already begun developing an accountability system where schools will be evaluated using a comprehensive index of student performance (progress and proficiency) and school climate | • This new accountability system for schools will allow for supports and interventions:  
  – High-performing schools will be recognized and their best practices offered as an example  
  – Low-performing schools will undergo audits; and where necessary interventions to provide the support needed to improve teaching and learning for students.  
  – In chronically low-performing districts the state can takeover and make fundamental structural changes. |

**The state might consider differentiated mandates based on performance**

1. Per Mike Griffith, of the Education Commission of the States, testimony to the EFAC, 10/16/2013
Our recommendations are designed to improve IL education funding in line with ISBE's principles.

**Funding system recommendations**

- Design and implement a single, integrated formula that is simple and transparent
- Make the funding system whole  
  - Eliminate the need for proration
- Accurately account for student and district need
- Means test the vast majority of state funds
- Raise foundation level to adequate level
- Leverage state performance and accountability initiatives to ensure funding supports improved outcomes

**ISBE principles**

- ✓ Equity
- ✓ Adequacy
- ✓ Outcome-focused
- ✓ Simplicity
- ✓ Transparency

Improving IL's education funding system is a key first step; this can serve as a foundation from which to address additional issues.
In conclusion....

This is an opportunity to improve education funding in IL, better serve students and meet the state’s constitutional ideals:

"A fundamental goal of the People of the State of Illinois is the educational development of all persons to the limits of their capacities"

State of Illinois Constitution: Article X, Section 1

IL must act now to better support all students to reach their full potential
The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline

Brad White & Eric Lichtenberger, IERC
Karen DeAngelis, University of Rochester

Illinois State Board of Education
October 23, 2013
Carbondale, IL

This study was funded by the Spencer Foundation
Background

- Studies show that academically skilled teachers have positive effects on student learning and racial/ethnic minority teachers improve educational outcomes for non-White students.

- Efforts to improve the academic skills of the overall teaching force can have a negative impact on teacher diversity.

- How do we design policies and practices to improve the supply of academically skilled and racially/ethnically diverse individuals into teaching?

- To find out, we track the 2002 and 2003 cohorts of Illinois high school students for about 10 years to examine the extent to which each stage in the new teacher pipeline affects our ability to attract a diverse, academically skilled teaching force.
Longitudinal Dataset

- Tracks students through the following stages:
  1. High school
  2. Enroll in *any* college
  3. Enroll in a *four-year* college
  4. Graduate with bachelor’s degree (in any field)
  5. Earn teaching certificate
  6. Teach in a public school in Illinois
What proportion of students progresses through each stage of the pipeline?

- Less than 1/3 of high schoolers earned a bachelor’s degree.
- More than 1 in 5 bachelor’s degree completers earned a teaching certificate.
- Less than half of certificants ended up teaching in Illinois public schools.
- 3.2% (7,209) of the 225,196 students from these cohorts became teachers in Illinois public schools.
Who is interested in teaching during high school?

### Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Aspirants</th>
<th>Non-Aspirants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirants</strong></td>
<td>77% White</td>
<td>62% White</td>
</tr>
<tr>
<td><strong>Non-Aspirants</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Based on anticipated major or career from ACT questionnaire**
- **Non-white students and students from the bottom 1/3 of the ACT distribution (and men) were underrepresented amongst aspirants**

### ACT Composite

<table>
<thead>
<tr>
<th></th>
<th>Aspirants</th>
<th>Non-Aspirants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Aspirants</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Race and ACT

<table>
<thead>
<tr>
<th></th>
<th>Aspirants</th>
<th>Non-Aspirants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspirants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Aspirants</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
High school aspirations matter.

11.5% of all high schoolers were interested in majoring or pursuing a career in education...

...but these aspirants made up nearly half of the students from our cohorts who became Illinois public school teachers.

- Students who aspired to become teachers while in high school advanced to each successive stage in the teacher pipeline at higher rates than non-aspirants.
- But still, only 13% of those who aspired to teach while in high school eventually became teachers, and more than half of the teachers from this study did not aspire to teach while in high school.
How does the racial/ethnic composition of the pipeline change at each stage?

- White students make up increasingly larger proportions of the pipeline at each stage (63.7% of high schoolers → 84.7% of teachers).
- The underrepresentation of racial/ethnic minorities throughout the college pipeline has been widely documented.

African-American bachelor’s degree completers progress to teacher certification at less than half the rate of other races/ethnicities (9% vs. ~20%).

About half of White and Latino certificants become IPS teachers compared to ~40% or less of certificants from other racial/ethnic groups (e.g. 27% of African-Americans).
How does the academic composition of the pipeline change at each stage?

- Students from the top 1/3 of the ACT distribution make up an increasingly larger share of the pipeline – until the certification stage.

...but then transition to teaching at higher rates (>45% vs. 31% for bottom 1/3).
How does the racial and academic composition of the pipeline change at each stage?

- The group of minority students from the top 1/3 of the ACT distribution is relatively small from the outset.
- …but increases proportionally throughout the college pipeline.
- …before dropping nearly in half at the certification stage.

Only 12% of top 1/3 ACT minority bachelor’s degree earners moved on to the certification stage (vs. 30% of White bachelor’s degree earners from the bottom 2/3 academically).
How do teachers differ from non-teachers?

It depends on your comparison group...

- HS peers are more diverse, but much weaker academically

- Other bachelor’s degree earners are still more racially/ethnically diverse but academically similar

- Comparing certificants to other BA earners (probably the most apt comparison) shows that certificants lag in both diversity and academics
Summary

• Compositional changes occurred at each stage of the new teacher pipeline and a relatively small percentage (3.2%) of students became public school teachers.

• Academic preparation plays a role in progress through the pipeline, but other factors – like aspirations – also have a large impact.

• The transition from the certification stage to the employment stage (teaching in an Illinois public school) appeared to be one of the most critical stages in the pipeline.

• Whites generally progressed through the college pipeline, aspired to teach, and transitioned to certification and teaching at greater rates than racial/ethnic minorities.

• Academically skilled students generally progressed through the college pipeline at greater rates but earned teacher certification at lower rates.

• As a result, teachers who emerged from these cohorts were generally less diverse than non-teachers and tended to be from the middle of the ACT distribution.
Policy Recommendations

• Any initiatives intended to increase the academic qualifications of teachers should not neglect teacher diversity, and any efforts that focus on boosting teacher diversity must not neglect teacher academics. Some promising sources of academically skilled and racially/ethnically diverse candidates identified by this study include:
  – Highly competitive colleges
  – Alternative certification routes
  – Out-of-state institutions (or efforts to reduce outmigration to begin with)

• Other recommendations include:
  – Recruitment efforts – both during high school and continue into college
  – Holding teacher preparation programs accountable for both the quality and diversity of the teachers they train
  – Statewide initiative to fund teacher preparation programs that target high-achieving minority candidates

• A comprehensive strategy must also include efforts to improve the educational opportunities and outcomes for minority students from early childhood through postsecondary education.
Future Directions

• We need *more research* to help us understand:
  – Students’ transitions (or lack thereof) from certification to the employment stage
  – The role that student finances play in the new teacher pipeline, from college affordability through the role of teacher salaries on students’ career choices

• These cohorts are *just one component* of the teacher pipeline, and additional sources should not be neglected among the state’s broader efforts

• Getting these diverse, academically talented teachers through the pipeline and into the classroom is *only the first step* – once there, we also need efforts to keep high-quality educators in profession
Bradford R. White, Senior Researcher
Illinois Education Research Council
Southern Illinois University Edwardsville

brawhit@siue.edu
866-799-IERC (4372)

http://www.siue.edu/ierc/
State of the District

East St. Louis School District #189
October 23, 2013

Expect Excellence
It’s spelled H-I-S-T-O-R-I-C
To Improve Academic Outcomes for Students
To Improve Hiring and Staffing for Efficiency and Effectiveness
To Establish and Maintain Financial Stability
To Stabilize Enrollment
To Gain Public Trust
I believe in myself and in my ability to do my best at all times.

Today, I will listen, think before I speak, be respectful, responsible, and ready to learn.

I will do all of these things with one purpose in mind, to do my best, and not waste this day, for this day will come no more.

I am a proud student of East St. Louis School District.
2013 READING ISAT & PSAE USING 2013 CUT SCORES

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES READING</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B & W
M & E
2013 READING ISAT & PSAE USING 2013 CUT SCORES

- HS READING
- MS READING
- ES READING

- B & W
- M & E
District self-reported testing irregularities resulted in the exclusion of an entire school’s ISAT test data.
• The state implemented higher cut scores which resulted in a dramatic decrease in ISAT scores state-wide.
• Through intense scrutiny and close monitoring of test administration, previous testing irregularities were eliminated.
Expect Excellence

- Set High Expectations
- Analyze Data
- Develop and Implement a Comprehensive Strategic Plan
- Process for Continuous Improvement
- Monitor Implementation
- Evaluate Progress
- Modify and Adjust

Expect Excellence
Restructured building leadership to improve teaching and learning; reassigned nine administrators and eliminated positions as required to improve the budget deficit.

Implemented a comprehensive program of professional development for administrators and teachers based on needs assessment and best practices. Provided bi-monthly professional development to principals and district leadership team. Provided teacher training through monthly early release days and weekly Professional Learning Community (PLC) meetings.

Aligned and implemented K-12 curriculum in English Language Arts and Math based on Common Core State Standards.
Purchased first new math adoption in over a decade to support Common Core. Grant funds were used for grades K-8.

Piloting a new Danielson-based teacher evaluation process with high standards including measurement of student growth.

Implemented a comprehensive assessment system that includes NWEA (Northwest Evaluation Association) and EPAS (Educational Planning & Assessment System) to monitor student progress and modify instruction.

Increased Advanced Placement (AP) offerings from one to seven courses and added Pre-AP courses at middle and high school.
Implemented a structured reading program in primary grades to ensure that students are reading on grade level by third grade

Restructured the Pre-K program and achieved an evaluation finding of 5 out of 7. This was an increase from a rating of 3 the previous year

Implemented middle school course curriculum handbooks and updated high school curriculum handbook to include courses that reflect college- and career-readiness standards and STEM (Science, Technology, Engineering and Math) pathways
Implemented comprehensive programs to increase college and career readiness opportunities through partnerships with post-secondary learning institutions and advocacy groups

Added systemic performance monitoring of academic achievement, teacher efficacy, discipline, and attendance

Added attendance incentive programs for students and teachers

Improved parent outreach through automated calling and online access to student grades, attendance, and discipline records

Expanded a bilingual/ESL support district-wide (K-1) and hired highly proficient staff
Implemented a freshman transition program to increase support for incoming students

Expanded parental and community outreach by restructuring grant-funded positions (Transition Interventionist, Title I Family Support Counselor)

Implemented a new online credit recovery program approved by the College Board and NCAA
Implemented Positive Behavior Facilitation (PBF) with 78 individuals currently trained district-wide, as well as 13 in-house trainers. PBF trains staff and teachers in positive approaches and techniques to build relationships between staff and students. It also provides de-escalation techniques.

Enlisted a National Special Education Consultant to lead the reform effort to move the district away from segregated settings toward more inclusive practices along a continuum of services.
Created Pathways in the Career and Technical Education program for Information Technology and Health Science

Collaborated with City of East St. Louis and the State’s Attorney’s Office to implement a truancy ordinance to improve attendance

Created collaborative partnerships with universities: Western Illinois University for college access, Southern Illinois University Edwardsville for professional development, Southwestern Illinois College for Career and Technology Education, and Washington University in St. Louis for tutors and social work interns
Initiated an ongoing partnership with community organizations and agencies to develop a Collective Impact model for serving students and families.

Invited to join Pathways to Prosperity Network to link schools with Greater St. Louis area and Metro-East area businesses in order to increase college and career readiness opportunities for students.
Business Partnerships

- The Monsanto Fund
  (Grant to fund purchase of math books that are aligned to the Common Core State Standards)
- Sigma-Aldrich Corporation
  (Assisting with STEM curriculum grant)
- Speed Stacks
  (Provides free curriculum/speed stacking equipment to promote physical fitness)
- Touchette Regional Hospital
  (Provides support for STEM pathways and career opportunities)
- Wal-Mart in Cahokia, IL
  (Provides free gift cards to teachers for school supplies)
Civic/Government

- State Senator James Clayborne
  *(Provides mentoring program to students)*
- Mayor’s Office of the City of East St. Louis
  *(Provides community-based activities for students; information sharing between district and Mayor’s office)*

Community Organizations

- Jackie Joyner Kersee Center
  *(Provides afterschool/summer camp programs for students)*
- United Way of Greater St. Louis
  *(Funded summer youth programs, collaborated with summer food program locations)*
- East Side Health District
  *(Provides health services and support to students in two district schools: Vivian Adams Early Childhood Center and the High School)*
- East St. Louis Public Library
  *(Provides free programming activities for students)*
- Greater East St. Louis Community Fund
  *(Provides summer youth programming at three district schools)*
AmeriCorps  
(Provides volunteer services)

Challenger Learning Center  
(Assisting with STEM Curriculum Grant to provide professional development to teachers and field trips)

Henry White Research Center  
(Assisting with STEM Curriculum Grant to provide hands-on STEM learning environment for teachers and students)

Southern Illinois University at Edwardsville  
(Upward Bound Program, Head Start and STEM Teacher Training)

The Magic House  
(Free educational field trips)

STEM Teacher Quality  
(A collaborative St. Louis regional effort by STEM corporations to provide teacher professional development)
Dr. Charles A. Wentz Jr. Scholarship

(Private donations given to high school seniors)

The James Parks Educational Scholarship

(Private donations given to students who plan to pursue a career in teaching)

U.S. Dept. of Education’s Innovative Approaches to Literacy Program

(Provides early literacy instruction for primary students with a parent engagement component)

Created partnership with Scott Air Force Base for mentoring, tutoring, STEM exploration and transportation engineering
Volunteers

- East St. Louis Senior High School Friends of the Flyers
  (Supports district athletic teams)
- Washington University
  (University students volunteer in a student-mentoring program for high school freshman, the 21st Century afterschool program and at the district’s administrative office)

Faith-Based Organizations

- Mt. Sinai M.B. Church
  (Provides free winter coats annually to students)
- New Life Community Center
  (Provides volunteers to district schools)
- New Life in Christ Interdenominational Church
  (Provides student mentoring program and Adopt-a-School)
Financial Urgency

EAV  Tax Rate  Facilities
Staffing  GSA
State of Finances
## SELECTED EAV AND TAX RATE COMPARISON

<table>
<thead>
<tr>
<th>School District</th>
<th>EAV</th>
<th>EAV per pupil</th>
<th>Tax Rate</th>
<th>Local Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisle CUSD 202</td>
<td>629,018,949</td>
<td>444,819</td>
<td>4.08</td>
<td>27,409,201</td>
</tr>
<tr>
<td>City of Chicago</td>
<td>82,092,476,319</td>
<td>231,178</td>
<td>2.58</td>
<td>2,803,949,788</td>
</tr>
<tr>
<td>Champaign CUSD 4</td>
<td>1,960,892,498</td>
<td>223,893</td>
<td>3.72</td>
<td>87,001,639</td>
</tr>
<tr>
<td>Springfield SD 186</td>
<td>1,919,953,759</td>
<td>143,535</td>
<td>4.64</td>
<td>102,735,584</td>
</tr>
<tr>
<td>Collinsville CUSD 10</td>
<td>747,581,352</td>
<td>122,984</td>
<td>4.24</td>
<td>33,882,024</td>
</tr>
<tr>
<td>Quincy SD 172</td>
<td>764,290,190</td>
<td>121,430</td>
<td>4.04</td>
<td>39,806,260</td>
</tr>
<tr>
<td>North Chicago SD 187</td>
<td>254,231,671</td>
<td>77,865</td>
<td>5.18</td>
<td>15,286,348</td>
</tr>
<tr>
<td>* East St. Louis SD 189</td>
<td>101,739,144</td>
<td>15,897</td>
<td>10.83</td>
<td>10,996,964</td>
</tr>
</tbody>
</table>

Consolidated Unit School Districts

* Tax Levy Year 2012 for FY 2014 - Approx. Students 6,400

Source: I-learn Fiscal Year 2012
East St. Louis SD #189 Tax Rates
Fiscal Year ending June 2014 projected deficit $5 million

Fiscal Year ending June 2014 projected ending cash balance $4.7 million (approx. 20 days of operation)

For School Year beginning July 1, 2014 (FY 2015) the District will need at least $8 million (depending on collective bargaining unit negotiations, GSA proration, health insurance, etc.)
  - Expense Reduction
  - Revenue Assistance
Reduced Staff

- Total Full Time Employees
  - May 2010 – 1,288
  - May 2011 – 1,167 (ISBE intervention began)
  - Sept 2013 – 609

**DECREASED Staff OVER 52%**

Closed Facilities

- Dec 2009 – 21 School Buildings
- Sept 2013 – 11 School Buildings

**DECREASED Facilities OVER 47%**
Eliminated/Reduced Staff

- Eliminated Instructional Coaches K – 8
- Reduced Academic Intervention Specialists
- Reduced Elective Teachers
- Reduced Career and Technology Teachers
- Eliminated All Librarians K – 12
- Eliminated Elementary PE
- Eliminated Elementary Art
- Eliminated Elementary Music
- Eliminated Elementary Counselors
- Reduced Social Workers K – 12
- Reduced Nurses to one for the entire district
- Reduced Assistant Principals K – 12
- Reduced Building Support Staff (Instructional Aides, Security, Office Staff)

The aforementioned items were necessary to address the budget deficit, however, these severe cuts greatly impede our efforts to provide a high quality education for our students.
Raised the Local Property Taxes

- 2010 Tax Rate was 7.49
- 2012 Tax Rate is 10.83

INCREASE of OVER 44%

This is one of the Highest Property Tax Rates in the State
Awarded Over $8 Million in Competitive Grants

- School Improvement Grant (SIG)
- 21st Century
- Race to the Top
- Advanced Placement
- Illinois Math and Science Partnership
- Early Literacy
- Monsanto (Math)
- Fresh Fruits and Vegetables
- TAOEP
- School Maintenance
- Target
- Maritz Arts and Education
- Fuel Up to Play 60 (NFL and Midwest Dairy Council)
- Abraham Lincoln Presidential Library Foundation and Winnick Foundation
A Long-term Solution is Required to Gain and Sustain Financial Stability for 2015 and Beyond

- Prorating General State Aid to One of the Poorest Communities in the State
- Adjustment for Tax Capped districts
- Poverty Grant allocation in the formula
“States and districts do not consistently ensure that their poorer schools either receive sufficient funding or ensure that available funds are spent in ways that close opportunity gaps for disadvantaged students.”

For Each and Every Child – A Strategy for Education Equity and Excellence (A Report to the Secretary for Education Equity and Excellence) February, 2013
The Current Reality in East St. Louis

Children below poverty level:
East St. Louis, Illinois: 54.6%
State: 18.6%

Poverty Households in East St. Louis

- 84.4% Single Male Parent
- 6.6% Two Parent Household
- 7.0% Single Female Parent Parent

100% of our students receive Free Lunch
82% of our students reside in households that receive Supplemental Nutritional Assistance Program benefits
447 of our students are identified as Homeless
A person is nearly 20 times more likely to be assaulted in East St. Louis compared to the U.S.

(Statistics compiled from the U.S. Department of Justice and the Federal Bureau of Investigation database (2012).)
Top 10 Most Dangerous Cities in the U.S.

1. East St. Louis, IL
2. Camden, NJ
3. Flint, MI
4. West Memphis, AR
5. Saginaw, MI
6. Detroit, MI
7. Atlantic City, NJ
8. St. Louis, MO
9. Newburgh, NY
10. Inkster, MI
We truly appreciate the past appropriations which have allowed us to continue to educate our students. However...

A long-term solution is necessary to establish and maintain financial stability for 2015 and beyond.
“The time has come for bold action by the states – and the federal government – to redesign and reform the funding of our nation’s public schools.”

Expect Excellence
What the Robotic Gem girls are **Saying** about their STEM experience:

**Akayla** wants to major in law and has an interest in engineering. “This has changed my whole life. Now I know how to work as a team. I learned to be patient when working together for something.”

**Diavion** says science is important. “Technology helps the world go ’round. My friends are shocked that I could be on a billboard.”

**Jordan** who wants to be a chemist was tagged as the “leader” of the team by the other girls. “I don’t think of myself as THE leader. I think we’re all leaders.”
Expect Excellence
East St. Louis School District 189 Wins National Beta Club State Competition
Achieving equity and excellence requires sufficient resources that are distributed based on student need, NOT zip code, and that are efficiently used.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 23, 2013

TO: Illinois State Board of Education

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

Agenda Topic: Discussion on Class Size and Case Load

Materials: Simulations for Assignment of Students with Disabilities

Staff Contact(s): Elizabeth Hanselman, Assistant Superintendent
                  David Andel, Division Administrator
                  Jason Pals, Principal Consultant

Purpose of Agenda Item
The purpose of this item is to provide board members with a simulation exercise so as to better understand factors and challenges a school district experiences in making class assignments in compliance with the state class size and case load regulations. This is an informational item.

Relationship to/Implications for the State Board’s Strategic Plan
The proposed regulatory changes the Board has discussed regarding Special Education Class Size and Case Load address Strategic Goal 1, in that they help ensure that students with disabilities receive a free and appropriate public education in the least restrictive environment with the appropriate supplementary aids and services.

Expected Outcome(s) of Agenda Item
As the Board continues to discuss this matter in the coming months, it is expected that this activity/discussion will help the Board more fully understand the challenges school districts face when implementing the state Class Size and Case Load regulations.

Background Information
The Board has heard testimony regarding the elimination of state requirements specific to special education class size and general education class composition at many meetings this year. The agency rationale behind this proposed elimination is that school districts, through the IEP process, should determine locally the accommodations and modifications necessary to place students with disabilities to ensure placements in the least restrictive environment. The elimination of state requirements specific to special education class size and general education class composition will best ensure that each student with disabilities is placed in the least restrictive environment (LRE), as directed by his or her Individualized Education Program (IEP), and has access to the broad array of coursework available to his or her nondisabled peers, particularly in the middle grades and high school. The LRE mandate requires that the general education classroom, with whatever modifications and supports are necessary, be the first placement option considered for every student with a disability. It is the responsibility of the IEP team to make a determination of placement that provides the identified academic and other services that are necessary for the student to be successful. Additionally, a student’s placement in a self-contained special education classroom should not be restricted based on the child’s disability or the percentage of time that the student receives special education services, as determined by the State. Instead, school districts, rather than the State Board, should determine the personnel needed to effectively respond to the needs expressed in each student’s IEP.
The proposed rules were published March 8, 2013, in the Illinois Register to elicit public comment; 5,523 comments were received. Additionally, 88 individuals provided testimony at three public hearings held in May in Elgin, Springfield and Carbondale, and through a webinar hosted by State Board staff. A summary and analysis of the public comment was presented to the Board at its September 19, 2013 meeting held in Bloomington.

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

**Policy Implications:** State imposed restrictions on caseload and class size influence placement decisions of students with disabilities.

**Budget Implications:** None

**Legislative Action:** None

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

**Pros and Cons of Various Actions**

Removing the special education class size and general education class composition limitations will provide needed flexibility for school districts to determine student placement and class configurations based on the specific needs of students with disabilities, as articulated in their IEPs, while ensuring that the provision of a free appropriate public education (FAPE) for individual students is not compromised. These students’ access to broader course offerings may be enhanced, particularly in certain curricular areas or departmentalized settings. The size of some classes also may be reduced, which will benefit students with disabilities, as well as general education students.

As was the case in 2006, teachers and parents both of students with disabilities and general education students expressed fears that the absence of any limit on special education class sizes and general education class composition could negatively affect students with disabilities, as well as their nondisabled peers in general education classrooms, and strain the ability of teachers to provide high-quality instruction and adequately meet the requirements of students' IEPs.

**Superintendent’s Recommendation**

No action is necessary. This is an informational item.

**Next Steps**

Agency staff will convene a small group of stakeholders to further discuss the proposed regulations and bring this matter back to the Board in the near future.
Chairman Chico called the meeting to order at 10:15 a.m., followed by roll call and the recitation of the Pledge of Allegiance.

**Board Members Present**
- Gery Chico, Chairman
- Steven Gilford, Vice Chairman
- Vinni Hall, Secretary
- Curt Bradshaw
- Andrea Brown
- Jim Baumann
- David Fields
- Melinda LaBarre

**Senior Staff Present**
- Superintendent Koch
- Nicki Bazer
- Amy Jo Clemons
- Don Evans
- Peter Godard
- Beth Hanselman
- Reyna Hernandez
- Jason Heifer
- Susie Morrison
- Melissa Oller
- Matt Vanover
- Robert Wolfe

**Update on North Chicago**
Dr. Ben Martindale provided the Board an update on the current work going on in the North Chicago Community Unit School District #187. Dr. Martindale also shared the challenges of achieving a structurally balanced budget and how it has and would affect the district’s future.

Chairman Chico commented that the State Board will continue to work with North Chicago to balance the district’s budget and deliver high quality, comprehensive educational programming to improve academic achievement.

**Formula Funding Working Group Report**
Mr. Jim Bauman introduced Mr. John Myer and Mr. Justin Silverstein from Augenblick, Palaich and Associates (APA) who presented the “Overview of the Structure of the Illinois School Finance System/White Paper”.

Mr. Baumann noted that the white paper is in draft form at this point and we need to make sure that all Board members are comfortable with our recommendations to the Senate Education Funding Advisory Committee. Dr. Hall would like the report amended to specify that the spending does not reflect the how much money is spent on pensions.

Mr. Chico stated that the Board will continue to work on the draft until a final acceptable letter is ready for the Senate Education Funding Advisory Committee.

**Break for Lunch/Reconvene**
Chairman Chico announced that the Board would break for lunch at 12:54 p.m. The Board reconvened the open session at 1:50 p.m.
Public Participation
Superintendent Todd Koehl from O’Fallon CCSD #90 provided testimony in support of the district’s request for a Physical Education. Eric Shackelford, a 4th grader from Delores Moye Elementary in O’Fallon IL, accompanied by his parents Sandy and Larry Shackelford provided testimony opposing the districts’ waiver request.

2013 Veto Session and 2014 Legislative Agenda
General Counsel Nick Bazer updated the Board on the various legislative initiatives for the 2013 Veto and the 2014 Legislative Session.

2013 Veto Session
The Governmental Relations staff will be monitoring action on bills that the Governor vetoed or amendatorily vetoed over the summer and will continue pursuing legislation for licensure for professional development. The agency staff will also make supplemental appropriation requests, due to insufficient appropriations for the following line items: student assessments, district consolidation costs, alternative education/regional safe school, and the Truant Alternative and Optional Education Program. Staff will be able to determine if appropriations for special education line items were insufficient to meet the federal maintenance of effort requirements in the coming weeks. If the appropriations were not sufficient, supplemental funding will also be requested to meet the federal maintenance of effort requirements.

2014 Legislative Agenda
The 2014 Legislative proposals will include: Multiple Measures Index, District Interventions, Federal Grant Processing, Data Streamlining, Elections, Tuberculosis Testing, School Safety Drills and Obsolete and Duplicative Changes.

Board Goals and Metrics
In response to requests from several members of the State Board, Chief Performance Officer Peter Godard requests that the agency identify a set of performance metrics that the Board members could use to track progress on its strategic plan and that the Board authorize the State Superintendent to recommend annual targets on these metrics for the Board’s approval at future meetings. (Below are the current State Board Mission Statement and Strategic Plan Goals.)

Staff enlisted the technical assistance of the U.S. Education Delivery Institute (EDI) and Sharon Gaskins, Lead Engagement Manager from EDI.

Agency staff and EDI identified a set of performance metrics and reviewed them with the Board. After Board members have come to consensus about the priority metrics agency staff will conduct a trend analysis for each. Utilizing this trend analysis, the Superintendent will recommend annual targets for each metric for the Board’s approval at a future meeting. It is anticipated that these metrics and targets would then be used by the State Board in all future discussions and communications about its progress on the strategic plan. Further, it is expected that the Board will make a determination about the need for future adjustments or refinements to its strategic plan.

One key contribution EDI provided to the process was an inventory of goals that have been developed by other state departments of education with which they work. Ms. Gaskins shared some additional information about its work in other state departments of education. She reviewed some of the implementation tracking and reporting tools used in Massachusetts to ensure high quality delivery of the strategies it selected to achieve its goals.

Closed Session
Ms. Melinda LaBarre moved that the Board go into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section 2 c 2 for the purpose of discussing collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees;
Section 2 c 11 for the purpose of considering pending or probable litigation against or affecting the Board,

Section 2 c 21 for the purpose of discussing minutes of meetings lawfully closed under the Open Meetings Act

and

Section 2 c 29 for the purpose of discussing meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

She further moved that the Board may invite anyone they wish to have included in this closed session. Dr. Fields seconded the motion and it passed with a unanimous roll call vote. The Board entered into closed session at 5:08 p.m. and reconvened from closed session 5:30 p.m.

Chairman Chico announced that the Retreat would recess until tomorrow morning at 8:30 a.m.

Thursday, September 19, 2013

RECONVENE/ROLL CALL
Mr. Gery Chico, Chairman, reconvened the Board for the plenary session at 8:47 a.m., followed by roll call and the recitation of the Pledge of Allegiance. Dr. Christopher Koch, State Superintendent of Education, was also in attendance.

<table>
<thead>
<tr>
<th>Board Members Present</th>
<th>Senior Staff Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gery Chico, Gery Chico</td>
<td>Superintendent Koch</td>
</tr>
<tr>
<td>Steve Gilford, Vice Chairman</td>
<td>Susie Morrison</td>
</tr>
<tr>
<td>Vinni Hall, Secretary</td>
<td>Nicki Bazer</td>
</tr>
<tr>
<td>Jim Baumann</td>
<td>Amy Jo Clemens</td>
</tr>
<tr>
<td>Curt Bradshaw</td>
<td>Don Evans</td>
</tr>
<tr>
<td>Andrea Brown</td>
<td>Peter Godard</td>
</tr>
<tr>
<td>David Fields</td>
<td>Beth Hanselman</td>
</tr>
<tr>
<td>Melinda LaBarre</td>
<td>Jason Helfer</td>
</tr>
<tr>
<td></td>
<td>Reyna Hernandez</td>
</tr>
<tr>
<td></td>
<td>Melissa Oller</td>
</tr>
<tr>
<td></td>
<td>Matt Vanover</td>
</tr>
<tr>
<td></td>
<td>Robert Wolfe</td>
</tr>
</tbody>
</table>

STUDENT ADVISORY COUNCIL INTRODUCTIONS
Chairman Chico welcomed the incoming and returning members of the Student Advisory Council for 2013-2014 school years. Chairman Chico acknowledged and thanked Mike Hatfill for his service to the Student Advisory Council. Mike has served as the main Student Advisory Council Advisor for the last few years. Mike will be moving to Georgia where he has taken a job with the Georgia Department of Education.
Chairman Chico gave a brief review of yesterday’s Board retreat.

The Board received a presentation from Augenblick, Palaich and Associates on the Status of School Finance in Illinois. The Board also received a presentation on Board Goals and Metrics from Chief Performance Officer Peter Godard and Sharon Gaskins, Lead Engagement Manager from U.S. Education Delivery Institute.

Chairman Chico announced that agenda item XV. C.1 Part 226 (Special Education) has been removed from the consent agenda and that no action will be taken at this time.

Craig Lindvohl Executive Director of Midland Institute for Entrepreneurship spoke on the program Creating Entrepreneurial Opportunities (CEO). Teachers from the 2013 ISBE Educator Leadership Institute provided their findings and recommendations on the Common Core Standards and Aligned Assessments.

Superintendent Andy DuRoss and staff from Schaumburg School District # 54 shared with the Board the progress that is going on in their district with the Implementation of the Common Core State Standards and District #54 Goals. Lindsey Novak and Gwen Seeley-Josse from LearningAlly (formerly Recording for the Blind & Dyslexic) shared with the Board a copy of LearningAlly’s End of the Year Report 2012-2013.

Ray Rosleos a parent from O’Fallon CCSD #90 provided testimony against the Physical Education waiver Superintendent Todd Koehl is seeking. Mr. Rosleos believes the request for a waiver is for a cost saving.

The following people provided testimony with regards to the proposed changes in Part 226 (Special Education). 70/30 Class Size Rule

- Roger Eddy, Executive Director Illinois Association of School Boards,
- Michael Jacoby, Illinois Association of School Business Officials,
- Brian Schwartz, Illinois Principals Association,
- Cinda Klickna, President Illinois Education Association
- Nicholas Hartlep, Assistant Professor Illinois State University
- Bev Johns, Illinois Special Education Coalition
- Michael Porunson, Chicago Teachers Union
- Margo Murray, Chicago Teachers Union
- Cynthia Riseman, Illinois Federation of Teachers
- E. Paula Crow, Professor
- Cindy Kline, Triad Education Association
- ShiAnne Shevely, Highland Education Association
- Pat Fitzgerald, Retired Special Education Teacher
- Jan Meadows, Retired Special Education Teacher
- April Mustian, Illinois State University Special Education
- Catherine Gonet, Special Education Teacher
- Mary Ellen Kilpatrick, Retired Director
- Marisa Mahon, Special Education Class Parent SD #100
- Rebecca Wesselhoff, District #100 Teacher/Parent
- Gail McCare, Tri-Valley CUSD #3
- Rod Estvan, Access Living
- J.R. Pasko, Parents Helping Parents
- Peg Donaldson, Retired Special Ed. Teacher
RESOLUTIONS & RECOGNITION

Dr. Hall moved that the Illinois State Board of Education adopt the resolution recognizing Linda Tomlinson for her commitment to the students and educators of Illinois. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

PRESENTATIONS AND UPDATES

Next Generation Science Standards Assistant Superintendent Amy Jo Clemens and staff provided an update on the Next Generation Science standards.

CONSENT AGENDA

Motion:

Dr. Fields moved that the State Board of Education hereby approves the consent agenda items with the exception of XI.D. 3. a. Part 226 (Special Education). Dr. Hall seconded the motion and it passed with unanimous roll call vote.

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

Approval of Minutes

The State Board of Education hereby approves the minutes for the August 15, 2013 Board meeting.

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition and Supervision)

The proposed amendments to Part 1 incorporate the Next Generation Science Standards into the State Goals for Learning, beginning in the 2016-17 school year; modifies the Illinois Learning Standards for Physical Development and Health in response to recommendations of the Illinois Enhanced Physical Education Task Force; and makes technical changes to conform the rules to the new licensure system that took effect July 1, 2013. Additionally, proposed changes in the waiver process respond to P.A. 97-1025, effective January 1, 2013; modifications to the process for evaluation of licensed staff acknowledge address an agreement made with the U.S. Department of Education concerning the agency’s review and monitoring of performance evaluation plans; and requirements are being communicated concerning the provision of home and hospital instruction for students who do not have an Individualized Education Program (i.e., general education students).
The State Board of Education voted to authorize solicitation of public comment on the proposed rulemaking for Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), including publication of the proposed amendments in the Illinois Register.

**Rules for Adoption**

**Part 226 (Special Education)**

*No action at this time.*

The proposed amendments would eliminate the definition of general education class, which limits the composition of a general education classroom to no more than 30 percent students with disabilities, and eliminate the class size restrictions for special education classrooms. The public comment period for this rulemaking ended April 22, 2013; more than 5,500 public comments were received. The State Board delayed action on the proposed amendments but considered additional comments presented by those in attendance at the meeting.

**Contracts & Grants Over $1 Million**

**Survey of Learning Conditions**

The State Board hereby authorizes the State Superintendent to enter into a contract with UChicago Impact which was the successful bidder under the RFSP for the Survey of Learning Conditions. The cost of the initial term of the contract is $390,000 which will extend from November 1, 2013, or upon execution, whichever is later, until June 30, 2014 with four possible one-year renewals.

**Request for New Intergovernmental Agreement**

**Hazel Crest School District #152**

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement with Hazel Crest School District #152 in an amount not to exceed $1,200,000.

**Targeted Initiative Program Engaging and Educating Youth**

**Request to Award**

The State Board hereby authorizes the Agency staff to issue grant applications to the organizations named below for legislative initiative grants not to exceed the amounts indicated:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighthouse Youth Center</td>
<td>$250,000</td>
</tr>
<tr>
<td>Spencer Elementary School</td>
<td>$10,000</td>
</tr>
<tr>
<td>Austin Childcare Providers Network</td>
<td>$20,000</td>
</tr>
<tr>
<td>Wiley Resource Center, NFP</td>
<td>$25,000</td>
</tr>
<tr>
<td>Back 2 School Throw Down</td>
<td>$25,000</td>
</tr>
<tr>
<td>North Lawndale Eagles</td>
<td>$10,000</td>
</tr>
<tr>
<td>Oak Park Elementary School District 97</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$350,000</strong></td>
</tr>
</tbody>
</table>
The State Board of Education hereby forwards the following waiver request to the General Assembly with a recommendation for legislative disapproval:

- The request from O’Fallon CCSD 90 (WM100-5823) requesting that students in kindergarten through grade 5 be excused from the daily physical education requirement, participating in 15-20 minutes of varied daily physical activity in its place.

The State Board of Education hereby forwards the remaining 58 waiver requests summarized in the Fall 2013 Waiver Report to the General Assembly without comment.

END OF THE CONSENT AGENDA

APPROVAL OF THE CLOSED SESSION MINUTES

Mr. Bradshaw moved Pursuant to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions from January 23, 2013, March 20, 2013, April 16, 2013 and August 15, 2013.

I move that the State Board of Education certifies that the need for confidentiality still exists for the closed session minutes for the time period reviewed and approves the destruction of all closed session verbatim to March 2012. Dr. Fields seconded the motion and it passed with a previous unanimous voice vote.

APPROVAL OF THE AFSCME COLLECTIVE BARGAINING AGREEMENT

Ms. LaBarre moved that the State Board of Education hereby approves the AFSCME Collective Bargaining Agreement with AFSCME Local 2811. Dr. Fields seconded the motion and it passed with a previous unanimous voice vote.

APPOINTMENT OF STATE EDUCATOR PREPARATION LICENSURE BOARD MEMBERS

Dr. Hall moved that the State Board of Education hereby approves the following recommended appointments to the Illinois State Educator Preparation and Licensure Board. Dr. Barbara O’Donnell for public Institutions of Higher Education and Dr. D. Antonio Cantù for private Institutions of Higher Education and Neil James representing the Illinois Federation of Teachers. Ms. LaBarre seconded the motion and it passed with a previous unanimous voice vote.

BOARD COMMITTEE STRUCTURE

Mr. Gilford moved that the State Board of Education amends Article VI of the Bylaws to eliminate the Governmental Relations Committee and the Board Operations Committee. Ms. LaBarre seconded the motion and it passed with a previous unanimous voice vote.

APPOINTMENT OF COMMITTEE CHAIR FOR FINANCE AND AUDIT COMMITTEE

As the Chair of the State Board of Education Chairman Chico reappointed Jim Bauman as the Chairman of the Finance and Audit Committee. The chairman also appointed a nominating committee of Dr. David Fields and the Chairman to recommend a Board Vice Chairperson and Board Secretary. Dr. Fields seconded the motion and it passed with a previous unanimous voice vote.

CAPITAL FUNDING UPDATE

The Capital Funding Update was not discussed by the Board; it was an information item only.
Chairman Chico announced that the Monthly Fiscal and Administrative Reports are now available online at [www.isbe.net/board/fiscal_admin_rep](http://www.isbe.net/board/fiscal_admin_rep).

Dr. Fields moved that the meeting be adjourned. Dr. Hall seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 1:59 p.m.

Respectfully Submitted,

Dr. Vinni Hall

Mr. Gery J. Chico

Board Secretary

Chairman
ILLINOIS STATE BOARD OF EDUCATION
MEETING October 23, 2013

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Proposed Amendments for Initial Review:
Part 22 (Code of Ethics for Illinois Educators)
Part 23 (Standards for the School Service Personnel Certificate)
Part 28 (Standards for Certification in Special Education)
Part 29 (Standards for Administrative Certification)

Materials: Recommended Rules

Staff Contacts: Jason Helfer, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
The changes to part 23 relates to Goal 2 of the Strategic Plan as updates are being made to the national standards for various endorsements that are incorporated by reference into the rules. The remainder of the sets of proposed amendments do not relate directly to the Board’s Strategic Goals since they are technical changes primarily to align the wording of the rules to the terminology used in the licensure system.

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

Background Information
P.A. 97-607, effective August 26, 2011, changed the current system of teacher, administrator and school service personnel certification set forth in Article 21 of the School Code to a licensure system (Article 21B of the School Code). More than a dozen sets of the agency’s rules refer to “certification” in some manner. References to certification and related terms will need to be changed to align each of these sets of rules to the licensure system, which became effective July 1, 2013. Further, Part 23 incorporates outdated versions of various standards, and these are being amended to reflect the most current version of the standards available.

These proposed changes are being brought to the Board as a group since they contain technical changes only. Staff will bring additional sets of rules to the Board over the next several months, as other modifications to those rules become necessary or as staff’s work load permits.

Since these rules address licensure issues, they were provided to the State Educator Preparation and Licensure Board at its meeting on October 4, 2013, as an informational item.
only. Given the technical nature of the proposed amendments, no action by the Licensure Board was needed.

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

**Policy Implications:** A brief description of the purpose of each of the rules is provided below.

Part 22, promulgated in 2010, provides a foundation for the core responsibilities and commitments of Illinois educators. Additionally, the rules support the mission of the State Board of Education and the work of preparation programs relative to defining and cultivating the dispositions of educator candidates, while also setting expectations for the work of Illinois educators.

Parts 23 (school service personnel), 28 (special educators) and 29 (administrators) are three of six sets of the agency’s administrative rules that establish the framework for the following:

- improvement of teaching and learning;
- foundation for the design of educator preparation programs at colleges and universities;
- criteria for the approval of preparation programs at colleges and universities; and
- basis for state licensure tests.

National standards referenced in Part 23 for school counselor, school nurse, school psychologist and school social worker are being updated to reflect incorporation of the most recent versions available. Part 23 was promulgated in 2002, so the standards set forth in its provisions date from the 1990s.

Additionally, acknowledgement is being made in Section 29.120 that the general administrative endorsement will no longer be issued starting September 1, 2014. The endorsement will be replaced by the principal endorsement; requirements for receipt of that endorsement are set forth in Part 30 (Programs for the Preparation of Principals in Illinois). Alignment also is being made between Parts 29 and 30 in that Part 29 will incorporate by reference the ISLLC 2008, Educational Leadership Policy Standards, adopted by the National Policy Board for Educational Administration and set forth in Part 30.

**Budget Implications:** None.

**Legislative Action:** None needed.

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

**Pros and Cons of Various Actions**

The proposed changes will align the rules to current statute by eliminating references to the certification process. Updates to standards incorporated by reference enhance the ability of educator preparation programs to ensure that Illinois schools have access to high-quality teachers, school support personnel and administrators.

Not proceeding with the amendments will result in the rules conflicting with statute and of agency policy not being set forth in rules.

**Superintendent’s Recommendation**

The State Superintendent recommends that the State Board of Education adopt the following motion:
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemakings for:

- Code of Ethics for Illinois Educators (23 Illinois Administrative Code 22),
- Standards for the School Service Personnel Certificate (23 Illinois Administrative Code 23)
- Standards for Certification in Special Education (23 Illinois Administrative Code 28), and
- Standards for Administrative Certification (23 Illinois Administrative Code 29), including publication of the proposed amendments in the Illinois Register.

Next Steps
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
Section 22.10  Purpose and Applicability

This Part establishes core principles, values and responsibilities that shall apply to all Illinois educators.

a) The purpose of this Part is to set expectations for educators; guide educational practice; and inspire professional excellence in relation to federal, State, and local policies and rules, and locally established collective bargaining agreements.

b) For the purpose of this Part, "educator" refers to individuals who:

1) hold or are applying for a valid Illinois professional educator license endorsed in a teaching, school support personnel or administrative field certificate issued pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B 21];

2) are not required to hold a professional educator license or an educator license with stipulations certificate but who hold or are applying for approval (e.g., certain paraprofessionals, teacher aides, educational interpreters) for their positions issued pursuant to requirements set forth in 23 Ill. Adm. Code 25 (Educator Licensure); and
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

3) are enrolled in an Illinois preservice educator preparation program.

c) Neither this Part nor any provisions within this Part shall be construed to in any way affect in any way the State Superintendent of Education’s authority to initiate an action under Article 21B 21 of the School Code to suspend, sanction or revoke an educator’s license certificate.

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

Section 22.20 Code of Ethics

a) Responsibility to Students

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:


2) Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;

3) Maintain a professional relationship with students at all times;

4) Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and

5) Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

b) Responsibility to Self
Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;

2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;

3) Represent their professional credentials and qualifications accurately; and

4) Demonstrate a high level of professional judgment.

c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

1) Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;

2) Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;

3) Seek out and engage in activities that contribute to the ongoing development of the profession;

4) Promote participation in educational decision-making processes;

5) Encourage promising candidates to enter the education profession; and

6) Support the preparation, induction, mentoring, and professional development of educators.

d) Responsibility to Parents, Families and Communities
The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:

1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;

2) Encourage and advocate for fair and equal educational opportunities for each student;

3) Develop and maintain professional relationships with parents, families, and communities;

4) Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and

5) Cooperate with community agencies that provide resources and services to enhance the learning environment.

e) Responsibility to the Illinois State Board of Education

Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:

1) Provide accurate communication to the Illinois State Board of Education concerning all educator licensure certification matters;

2) Maintain appropriate educator licensure certification for employment; and

3) Comply with State and federal laws and regulations.

(Source: Amended at 37 Ill. Reg. _____, effective _____________.)
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

PART 23
STANDARDS FOR THE SCHOOL SERVICE SUPPORT PERSONNEL CERTIFICATE ENDORSEMENTS

Section
23.100 Purpose and Effective Dates
23.110 Standards for the School Counselor
23.120 Standards for the School Nurse
23.130 Standards for the School Psychologist
23.140 Standards for the School Social Worker

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

SOURCE: Adopted at 26 Ill. Reg. 9743, effective June 19, 2002; amended at 37 Ill. Reg. _______ , effective ____________.

Section 23.100 Purpose and Effective Dates

This Part establishes the standards that shall apply to the issuance of school support service personnel endorsements on professional educator licenses certificates pursuant to Section 21B-25 21-25 of the School Code [105 ILCS 5/21B-25 21-25]. The standards set forth in this Part shall apply both to candidates for educator licensure certification and to the programs that prepare them. That is:

a) beginning July 1, 2004, approval of any preparation program or course of study in leading to the issuance of a school support service personnel endorsement certificate pursuant to the State Board's rules for Educator Licensure Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the applicable standards identified in this Part; and

b) beginning July 1, 2005, the tests examination(s) required for issuance of a school support service personnel endorsement certificate shall be based on the applicable standards identified in this Part.
Section 23.110 Standards for the School Counselor

a) Academic Development Domain

The competent school counselor understands the learning process and the academic environment and develops programs and interventions that promote the achievement of all students.

1) Knowledge Indicators – The competent school counselor:

   A) understands the national standards related to the academic development of students across all grade levels. (See "The ASCA National Standards for Students School Counseling Programs" (2004 1997), published by the American School Counselor Association, 1101 King Street, Suite 625 310, Alexandria, Virginia 22314 and posted at http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf. No later amendments to or editions of these standards are incorporated by this Section.)

   B) understands the concepts, principles, and strategies that enable students to achieve and be academically successful.

   C) understands the relationship of academic performance to the world of work, family life, and community service.

   D) provides positive direction for academic program planning and for implementing academic support systems.

2) Performance Indicators – The competent school counselor:

   A) implements strategies and activities that enhance students' academic development.

   B) provides students across grade levels with academic assistance to overcome barriers to academic growth and achievement.
works collaboratively with all school personnel and parents to insure student academic achievement.

D) initiates interventions that maximize learning, identifies learning styles, teaches study skills, enhances test-taking skills, and motivates students to learn and achieve.

b) Career Development Domain

The competent school counselor is knowledgeable about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students.

1) Knowledge Indicators – The competent school counselor:

A) understands the standards referred to in subsection (a)(1)(A) of this Section related to the career and vocational development of students across all grade levels.

B) understands career development theories and decision-making models applicable for grade levels.

C) applies education-to-career principles and student outcomes to the career program.

D) understands career development program planning, organization, implementation, administration, and evaluation.

E) understands the world of work, labor market information, and job trends.

F) understands the phases of career development (awareness, exploration, orientation, and preparation) and how they are applied across grade levels.

G) understands career and educational planning, placement, and follow-up.

H) understands the use of technology in career planning.
I) understands career counseling processes, techniques, resources, and tools, including those applicable to specific populations.

2) Performance Indicators - The competent school counselor:

A) integrates career and counseling theories into a comprehensive approach to career counseling.

B) enhances students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities.

C) assists students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies.

D) develops programs and involves parents with respect to their child's career development.

E) provides career development consultation and resources to teachers for infusing career development activities into the curriculum.

F) collaborates with community business and industry representatives to promote work-based learning opportunities and support.

G) helps students develop skills in locating, evaluating, and interpreting career information.

H) guides students in the use of career resources such as occupational and labor market information, visual and printed media, computer-based career systems, electronic systems, and the use of the internet.

I) administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.

J) assists students with work-based opportunities such as job-shadowing and internships.

c) Personal/Social Development Domain
The competent school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.

1) Knowledge Indicators – The competent school counselor:

A) understands the standards referred to in subsection (a)(1)(A) of this Section related to the personal/social development of students across all grade levels.

B) understands the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others.

C) understands programs that promote school safety and violence prevention.

D) understands strategies for helping students make decisions, set goals and develop resiliency.

E) understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others.

F) understands the processes of conflict resolution and anger management.

G) understands methods that help students appreciate differences between people and promotes tolerance.

2) Performance Indicators – The competent school counselor:

A) enables students to acquire knowledge of their personal strengths, assets, personal values, beliefs, and attitudes.

B) fosters students' sense of self-esteem, efficacy, and personal dignity so they develop positive attitudes toward themselves as unique and worthy individuals.

C) helps students identify and express feelings.
D) assists students to set healthy personal boundaries and to understand and assert their rights of privacy.

E) helps students understand and apply the need for self-control and management of anger.

F) teaches ways for students to get along with peers, parents, and authority figures.

G) assists students with maintaining healthy family relationships, including teaching the dynamics of family interaction.

H) helps students understand the consequences of decisions and choices.

I) helps students understand the relationship among rules, laws, safety, and the protection of individual rights.

J) assists students in understanding the emotional and physical dangers of abuses, e.g., substance, sexual, physical.

K) addresses issues of stress and anxiety and teaches students appropriate strategies for coping with peer pressure and managing life's events.

L) provides resources to students who are in need of additional professional help.

d) Classroom Instruction and Counseling Curriculum

The competent school counselor understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community and the overall educational program.

1) Knowledge Indicators – The competent school counselor:

A) understands basic classroom management.

B) understands the counseling curriculum as a component of the developmental approach.
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

C) understands and encourages a team approach with classroom teachers.

D) understands multiple definitions of intelligence in order to adapt, adjust, and diversify instructional methodologies.

E) understands the concept and process of program evaluation.

2) Performance Indicators – The competent school counselor:

A) utilizes classroom management skills to focus students' attention and engagement.

B) develops, organizes, and implements the curriculum around the personal/social, career/vocational, and academic/educational domains and their goals.

C) coordinates, plans, and delivers the program in a team format with teachers.

D) presents lessons, programs, etc., using varied strategies to meet the needs of a diverse student body.

E) uses knowledge of normal growth and development to promote positive mental health and assist students in acquiring and using life skills.

F) designs, interprets, and applies program evaluations and feedback to improve service delivery systems.

e) Responsive Service: Crisis Intervention

The competent school counselor understands and implements appropriate responses to crises and utilizes a variety of intervention strategies for students, families, and communities facing emergency situations.

1) Knowledge Indicators: The competent school counselor:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) understands what defines a crisis, the appropriate process responses, and a variety of intervention strategies to meet the needs of the individual, group, or school community.

B) understands the theory and techniques needed to implement a school-wide crisis plan.

2) Performance Indicators: The competent school counselor:

A) implements appropriate techniques for and interventions to assist students and their families facing crisis situations.

B) provides leadership to the school and community in a crisis.

C) involves appropriate school and community professionals as well as the family in a crisis situation.

D) intervenes appropriately and ethically with students who may be suicidal or homicidal.

f) Responsive Service: Individual Counseling

The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.

1) Knowledge Indicators – The competent school counselor:

A) understands the theory and process of various individual counseling approaches for crisis or short-term situations (brief counseling strategies).

B) understands the responsive services as a component of a developmental approach.

C) understands the specialized needs and resources available for students who are disabled, gifted, or at risk or who have dropped out.

D) understands appropriate strategies for students expressing difficulties dealing with relationships, personal, educational, or career planning concerns, and/or normal developmental tasks.
IIlinois Register

State Board of Education

Notice of Proposed Amendments

2) Performance Indicators – The competent school counselor:

A) chooses and utilizes appropriate counseling techniques for individual students.

B) assists students in clarifying problems, considering causes, and identifying alternative solutions and possible consequences so that appropriate action can be taken.

C) counsels students on personal and social issues and facilitates development of long- and short-term goals.

D) addresses a variety of students' developmental problems.

E) makes referrals to appropriate professionals when necessary.

F) provides activities to meet the immediate needs of students that may be identified by students, parents, teachers, or other referrals.

g) Responsive Service: Group Counseling

The competent school counselor understands and implements principles of group work in the school setting.

1) Knowledge Indicators – The competent school counselor:

A) understands principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.

B) understands group leadership styles and approaches.

C) understands theories of group counseling, including commonalities, distinguishing characteristics and pertinent research literature.

2) Performance Indicators – The competent school counselor:

A) utilizes group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of effectiveness.
B) implements various approaches used for other types of group work, including task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups, which will infuse the counseling curriculum.

C) practices professional standards for group work as advocated by the national and State professional counseling organizations.

h) Individual Student Planning

The competent school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, and career competencies.

1) Knowledge Indicators – The competent school counselor:

A) understands methods for helping students monitor and direct their own learning and personal/social and career development.

B) understands individual student planning as a component of the developmental model.

C) understands how to apply knowledge about individual appraisal by using tests and non-test information to assist students with academic and career planning.

D) understands applications of technology in student planning, e.g., electronic portfolio, use of internet, etc.

2) Performance Indicators – The competent school counselor:

A) helps students develop and evaluate personal goals and educational and career plans.

B) provides individual advisement to students to enhance their personal/social development and to help them acquire skill in setting and achieving academic and career goals.
C) applies knowledge about individual appraisal by using tests and non-test information to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans.

D) provides placement activities to assist all students with transitions from one educational program to another, from one school to another, and from school to work.

E) incorporates technology when working with students in individual planning.

i) Consultation

The competent school counselor understands various consultation models and maintains collaborative relationships within and outside the school community.

1) Knowledge Indicators – The competent school counselor:

A) understands the role of the school counselor as consultant and is knowledgeable of various consulting models.

B) understands the necessity for empowering families to act on behalf of their children.

C) understands the necessity for programs designed to address academic/educational, personal/social, career/vocational, and other developmental needs of the students.

D) understands the counselor's role, function, and relationship to other student service providers.

2) Performance Indicators – The competent school counselor:

A) utilizes various consulting models.

B) guides and/or facilitates families' assumption of responsibility for problem solving.

C) provides a multi-dimensional approach to consultation in academic/educational, personal/social, career/vocational, and other developmental areas.
D) participates in multi-disciplinary team meetings and demonstrates the ability to make appropriate referrals to outside agencies and other student service providers within the school system.

E) consults with parents, teachers, student services staff, other educators, and community agencies regarding strategies for helping students.

j) Systems Support

The competent school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program.

1) Knowledge Indicators – The competent school counselor:

A) understands systems support as a component in the developmental approach.

B) understands program development that is comprehensive and educational.

C) understands the commitment to life-long learning.

2) Performance Indicators - The competent school counselor:

A) provides activities that establish, maintain, and enhance the developmental school counseling program as well as other educational programs.

B) demonstrates a commitment to life-long learning.

C) develops and implements activities to orient staff and community to the counseling program through regular efforts to enhance and maintain staff and community relations.

D) serves on departmental curriculum committees, school improvement committees, or advisory boards and assists in developing curricula that meet students' developmental needs.
k) Program Development

The competent school counselor understands and utilizes organizational and management tools needed to implement an effective developmental program.

1) Knowledge Indicators - The competent school counselor:

A) understands data gathered from groups and individuals as they relate to student outcomes and learning standards.

B) understands the need for and the process of planning, developing, and implementing a comprehensive school counseling program.

C) understands the need for developing school counseling programs based on the needs of students and the school to become an effective learning community.

D) understands the comprehensive developmental school counseling concept.

E) understands the necessity for goals and objectives in a school counseling program.

F) understands competency levels as related to student achievement.

G) understands the importance of planning and time management within a comprehensive developmental school counseling program.

2) Performance Indicators - The competent school counselor:

A) uses available resources in implementing a comprehensive counseling program, including funding and staff resources.

B) uses data compiled from needs assessments in planning the counseling program.
C) uses data from multiple sources, including surveys, interviews, focus groups, and needs assessments, to enhance students' outcomes.

D) designs, implements, monitors, and evaluates a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents, and school faculty and staff.

E) implements and evaluates specific strategies designed to meet program goals and objectives for enhancing students' competencies.

F) identifies student achievement competencies and implements activities and processes to assist students in achieving these competencies.

G) prepares a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.

I) Prevention Education and Training

The competent school counselor is aware of and implements prevention education programs.

1) Knowledge Indicators – The competent school counselor:

   A) is aware of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

   B) is knowledgeable of prevention measures to overcome or resolve problems or barriers to learning.

2) Performance Indicators – The competent school counselor:

   A) identifies early signs and predictors of learning problems.
m) Assessment

The competent school counselor understands basic concepts of, technology for, and implications of various assessment and evaluative instruments.

1) Knowledge Indicators – The competent school counselor:

A) understands the purposes and meaning of assessment from multiple perspectives: historical, sociological, and educational.

B) understands the basic concepts of standardized and non-standardized testing and other assessment techniques.

C) understands the use of technology in assessment.

D) understands the statistical concepts, including scales of measurement, measures of central tendency, indices or variability, shapes and types of distributions, and correlation.

E) understands reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity.

F) understands the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessment and evaluation.

2) Performance Indicators – The competent school counselor:

A) analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments.

B) uses various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
The competent school counselor understands the importance of, and engages in, research and program evaluation.

1) Knowledge Indicators - The competent school counselor:

A) understands various types of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.

B) understands statistical methods used in conducting research.

C) understands the use of technology in conducting research and in program evaluation.

D) understands the principles and applications of needs assessment and program evaluation.

E) understands the importance of research in the practice of school counseling.

2) Performance Indicators – The competent school counselor:

A) identifies and applies research designs appropriate to various counseling situations and problems.

B) analyzes data with appropriate statistical methods and computer statistical packages.
uses formal and informal methods of needs assessment and program evaluation to design and modify developmental counseling programs.

D) conducts research and program evaluations within ethical and legal parameters.

E) uses appropriate research to demonstrate accountability.

F) uses technology in conducting research and program evaluation.

o) Professional Orientation and Identity

The competent school counselor understands and actively participates within the profession.

1) Knowledge Indicators – The competent school counselor:

A) understands the importance of active participation and leadership in the appropriate school counseling professional organizations.

B) understands community, environmental, and institutional barriers that impede and/or enhance students' academic success and overall development.

C) understands the unique characteristics of the school environment and K-12 curriculum.

2) Performance Indicators – The competent school counselor:

A) joins and takes an active part in appropriate local, State, and national school counseling professional organizations.

B) uses community resources to enhance academic and social/emotional growth, plans appropriate interventions within the context of the community, and advocates for programmatic efforts to eliminate barriers to students' success.
C) designs and implements a developmental counseling curriculum that provides all students at all grade levels with knowledge and assistance in acquiring and using life skills.

D) participates in continuing professional development activities.

p) History of School Counseling and Current Trends

The competent school counselor understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs.

1) Knowledge Indicators – The competent school counselor:

A) understands history, philosophy, and current trends and issues in school counseling.

B) understands the counselor's roles, functions and relationships with other school and student service providers.

C) understands technology and computer applications in counseling.

2) Performance Indicators – The competent school counselor:

A) addresses current trends and issues daily in the school.

B) incorporates current trends into the developmental curriculum.

C) works collaboratively with other school and student service providers.

D) uses technology and computer applications directly with students.

q) Human Growth and Development

The competent school counselor understands the individual diversity of human growth, development, and learning and provides experiences that promote the physical, intellectual, social, and emotional development of the student.

1) Knowledge Indicators – The competent school counselor:
A) understands theories of individual and family development and transitions across the life span.

B) understands that students' physical, social, emotional, ethical, and cognitive development influences learning.

C) understands theories of learning, personality development, child and adolescent development, and the range of individual variation.

D) understands how students construct knowledge, acquire skills, and develop habits of mind.

E) understands that differences in approaches to learning and performance interact with development.

F) understands the developmental stages of children and adolescents as they relate to counseling approaches and appropriate interventions.

G) understands human behaviors, including developmental crises, disability, addictive behavior, and psychopathology, and situational and environmental factors as they affect both normal and abnormal behavior.

H) understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.

I) understands the role of drug therapy as it affects students' behavior.

J) understands the characteristics of normal, delayed, and disordered patterns of communication and interaction and their impact on learning.

2) Performance Indicators – The competent school counselor:

A) uses theories of learning, personality, and human development to plan activities and experiences that respond to students' individual and group needs at the appropriate level of development.
B) analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate grade level.

C) plans interventions appropriate to students' developmental levels.

D) utilizes strategies for facilitating optimum student development over the life-span.

E) recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals.

F) implements interventions relevant to students' developmental levels.

G) recognizes the effect that addictive behavior, psychopathology, and situational and environmental factors have on both normal and abnormal behavior.

H) recognizes the effects of cultural and environmental factors on students' performance.

I) recognizes that medications can have effects on the educational, cognitive, physical, social, and emotional behaviors of individuals.

r) Standards and Best Practices in School Counseling

The competent school counselor knows and applies the standards referred to in subsection (a)(1)(A) of this Section in developing his or her role and function in establishing school counseling programs.

1) Knowledge Indicators – The competent school counselor:

A) understands the requirements of professional credentialing, certification, and licensure.

B) understands the unique characteristics of school counseling as a profession as defined in Sections 10-22.24a and 10-22.24b of the School Code [105 ILCS 5/10-22.24a and 10-22.24b].
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) understands the standards referred to in subsection (a)(1)(A) of this Section.

2) Performance Indicators: The competent school counselor:

A) designs school counseling services to include the functions listed in Section 10-22.24b of the School Code as appropriate to the setting and student grade levels.

B) manages time to include individual student planning, responsive services, system support, and developmental counseling curriculum activities.

C) participates in professional development and keeps current on State and national initiatives.

s) The Helping Relationship

The competent school counselor possesses knowledge and skills necessary to establish helping relationships appropriate to the school setting.

1) Knowledge Indicators – The competent school counselor:

A) understands various counseling theories, including traditional models, multicultural models, brief counseling interventions, and systems and family theories, as appropriate to school counseling.

B) understands how individual student characteristics, including age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions, relate to the helping process.

C) understands the limitations of his or her ability and training and is aware of referral resources.

D) understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention.

E) understands the skills necessary to build a therapeutic and trusting relationship with a client.
F) understands how to develop long- and short-term intervention plans consistent with curriculum, learner diversity, and learning theory.

2) Performance Indicators – The competent school counselor:

A) uses established counseling theory in the counseling process and applies it to the developmental needs of the client.

B) exhibits flexibility in adapting counseling technique to client diversity.

C) makes necessary and appropriate referrals.

D) demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counseling outcomes with clients.

E) demonstrates appropriate skills in working with parents.

F) uses developmental and counseling theories to design and implement comprehensive and developmental programs.

G) creates long-term and short-term intervention plans.

H) applies appropriate diagnoses and case conceptualization skills to clients.

t) Social and Cultural Diversity

The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference, and change.

1) Knowledge Indicators – The competent school counselor:

A) is aware of and sensitive to the implications of his or her own social and cultural background.

B) is aware of how his or her own cultural background and experiences influence his or her attitudes, values, and biases about psychological processes.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) is knowledgeable about diverse groups with which she or he may work.

D) understands how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, and manifestation of difficulties and strengths in academic, career, and personal/social development.

E) understands how gender affects personality formation, academic choice, vocational choice, and manifestations of difficulties and strengths in academic, career, and personal and social development.

F) understands the impact of sexual harassment on students' personal, social, emotional, and academic development.

2) Performance Indicators - The competent school counselor:

A) incorporates an approach to social and cultural diversity that is equitable for all students.

B) adopts intervention skills appropriate to the specific diverse needs of the student.

C) develops programs for students that acknowledge their diversity and meet special needs as appropriate.

D) incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff, and the community.

E) utilizes appropriate non-traditional strategies in career and academic counseling.

F) adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity.
G) teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism, and stereotyping may affect students personally and their work.

u) Ethical Concerns and Legal Matters

The competent school counselor is aware of current legal issues and ethical guidelines of the profession and acts accordingly.

1) Knowledge Indicators - The competent school counselor:

   A) understands the standards referred to in subsection (a)(1)(A) of this Section with regard to professional ethics.

   B) understands legal standards, including the Illinois School Code [105 ILCS 5] and the Illinois Mental Health and Developmental Disabilities Code [405 ILCS 5], that apply to the counseling process.

   C) understands the school counselor's responsibility for knowing and complying with federal, State, and local legislation, regulations, and policies.

   D) understands that in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA/ASCA code of ethics ACA Code of Ethics (2005), published by the American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304 and available at http://www.counseling.org/Resources/aca-code-of-ethics.pdf and the "Ethical Standards for School Counselors" (2010), published by the American School Counselor Association, 1101 King Street, Suite 625, Alexandria VA 22314 and available at http://www.counseling.org/Resources/aca-code-of-ethics.pdf. No later amendments to or editions of these standards are incorporated by this Section.

2) Performance Indicators – The competent school counselor:

   A) demonstrates commitment to the values and ethics of the school counseling profession.
B) adheres to ACA and ASCA professional standards and codes of ethics as a guide to ethical decision-making.

C) maintains adequate safeguards for the privacy and confidentiality of information.

D) informs students of their ethical rights and the limitations of the counseling relationship and of confidentiality.

E) follows State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (FERPA; 20 USC 1232(g)).

v) Practicum

The competent school counselor develops basic counseling skills, under qualified supervision, with a school-based population.

1) Knowledge Indicator – The competent school counselor understands counseling practice through interaction with individuals and groups.

2) Performance Indicators – The competent school counselor:

A) demonstrates the ability to develop individual and group counseling relationships with a school-aged population.

B) meets the standards regarding the helping relationship, individual counseling, and group counseling set forth in subsections (f), (g), and (s) of this Section.

w) Internship

The competent school counselor completes an internship that provides the opportunity to perform, with a school-based population, under qualified supervision, a variety of counseling activities that a professional school counselor is expected to perform.

1) Knowledge Indicators – The competent school counselor:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) understands the requirements of a supervised, clinical, field-based internship in a school setting focusing on the duties of a school counselor.

B) understands the comprehensive developmental school counseling model.

2) Performance Indicators – The competent school counselor:

A) participates in an internship, under qualified supervision, that must involve direct services (individual and group counseling required, family counseling recommended) to students, parents, teachers, and other parties interested in the welfare of students.

B) demonstrates completely the variety of activities a regularly employed school counselor would be expected to perform.

C) participates in a comprehensive developmental school counseling approach that integrates the basic components of: counseling curriculum; individual planning; responsive services; system support; consultation; and program planning, assessment, and evaluation (see subsections (d) through (n) of this Section).

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

Section 23.120 Standards for the School Nurse

a) Content Knowledge

The certificated school nurse with a professional educator license endorsed in school support services for school nurse (i.e., educator licensed school nurse) understands and practices within a framework of professional nursing and education to provide a coordinated school health program that encourages all students to achieve their optimal potential.

1) Knowledge Indicators – The competent school nurse:

A) understands that professional nursing is the foundation for clinical decision-making through assessment, diagnosis, outcome identification, planning, implementation, and evaluation, as it applies to all students in a holistic and ethical manner.
B) understands the concepts of health promotion and disease prevention when addressing the health care needs of all students and others in the school community.

C) understands the intent of local, State, and federal rules and regulations, their application to learners with disabilities, and their potential impact on the school community.

D) understands the significance of practicing within the legal boundaries of professional school nursing.

E) understands various technology-based productivity tools and their application to school nursing practice.

F) understands the concepts of the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) when providing coordinated school health services that integrate principles of health and education.

G) understands the principles of public health as they apply to the school population.

2) Performance Indicators – The competent school nurse:

A) acquires and continues to maintain current knowledge and competency in school nursing practice in a holistic and ethical manner.

B) collects accurate data in a systematic, organized, and ongoing manner.

C) analyzes and prioritizes data, utilizes scientific principles, and applies professional judgment in determining an appropriate nursing diagnosis.

D) identifies expected outcomes derived from nursing diagnoses and develops an individualized plan of care that specifies interventions to attain expected outcomes.
E) implements interventions identified in the plan of care and evaluates progress toward attainment of outcomes in a systematic, continuous, and criterion-based manner.

F) demonstrates skills in assessment and appropriate nursing interventions and seeks available resources when addressing acute and chronic health care needs of individuals in the school community.

G) acts as liaison between the home, school, and community to enhance the health and wellness of all individuals.

H) acts as a resource integrating principles of health teaching, health promotion, and disease prevention in the school community.

I) participates in the development and evaluation of health curricula, health instructional materials, and other health education activities.

J) implements public health mandates and participates in environmental safety and health activities that promote self-care and safety.

K) participates as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs and incorporates components of the individual health care plan into the Individualized Educational Program or Section 504 Plan when indicated.

L) recommends modifications of the school program for students who require accommodations due to health needs.

M) practices within the legal boundaries inherent in the nursing license and evaluates school nursing practice in relation to professional practices, standards, regulations, and policies.

N) assigns and/or delegates tasks as defined in the Nurse and Advanced Practice Nursing Act [225 ILCS 65] and its implementing rules at 68 Ill. Adm. Code 1300.

O) maintains confidentiality within legal, regulatory, and ethical parameters of health and education.
P) utilizes available technology, as appropriate to the work setting, assuring that the information stored in the system is maintained in a confidential manner.

Q) applies the components of the Illinois Learning Standards when implementing a coordinated school health program.

b) Human Development and Learning

The educator licensed certified school nurse understands human growth and development and provides a continuum of care and learning experiences for the general and special education populations that support the cognitive, social, emotional, and physical well-being of all students.

1) Knowledge Indicators – The competent school nurse:

A) understands the characteristics of normal, delayed, and disordered patterns of human development and their impact on learning.

B) understands the principles of brain development and the interrelationship with physical, emotional, social, and intellectual growth across the life span.

C) understands the effects of biological, psychosocial, economic, environmental, and technological conditions that influence human growth and development and their impact on learning.

D) understands the complex interactions of medications on the educational, cognitive, physical, social, and emotional behaviors of all students.

E) recognizes how environment, culture, linguistic background, socioeconomic level, abuse/neglect, violence, and substance use affect growth and development.

2) Performance Indicators – The competent school nurse:

A) applies knowledge of human growth and development and developmental differences when providing health assessment, direct physical care, health teaching, and guidance to all students.
B) provides formal and informal instruction based on the Illinois Learning Standards.

C) recommends appropriate accommodations for individual students with learning differences or needs, based on their level of development.

D) assists all students to develop appropriate skills based on age and developmental level that will help them advocate for themselves and become knowledgeable health care consumers.

E) demonstrates awareness of health issues and their impact in different school-aged populations: preschool, primary, middle grade, and young and older teens.

c) Diversity

The educator licensed certificated school nurse understands how students, families, and communities differ in their perspectives and approaches to health care and learning and creates opportunities that are adapted to diverse learners.

1) Knowledge Indicators – The competent school nurse:

A) understands how health practices and learning are influenced by developmental/cognitive ability, individual strengths and needs, prior learning, life experiences, gender, culture, family, community values, racial and ethnic diversity, literacy, language, and socio-economic status.

B) understands and is sensitive to cultural, racial, gender, and ethnic diversity.

C) understands ways in which similar behaviors may have different meanings in different cultures and that some similar behaviors exist among cultures.

D) understands the impact of gender bias and sex-role stereotyping.

E) recognizes that a student's basic human needs must be met for effective learning.
F) understands the areas of exceptionality in learning as defined in the federal and State statutes.

2) Performance Indicators – The competent school nurse:

A) demonstrates sensitivity to differences in students from diverse ethnic, social, cultural, family compositions, and religious backgrounds.

B) delivers care in a nonjudgmental and nondiscriminatory manner that is sensitive to and respectful of student and family diversity.

C) facilitates learning in which individual differences and cultural diversity are respected.

D) designs assessments and intervention strategies appropriate to students' gender, culture, stage of development, learning styles, strengths, and needs.

E) makes referrals for additional services or resources to assist students with diverse needs that have an impact on learning.

F) develops an individualized plan of care appropriate to developmental/cognitive ability, individual strengths and needs, prior learning, life experiences, gender, culture, family, community values, racial and ethnic diversity, literacy, and language.

d) Assessment and Evaluation

The **educator licensed** certified school nurse understands various formal and informal assessment and evaluation components of the nursing process to support the continual development, optimal health, and learning potential of all students.

1) Knowledge Indicators – The competent school nurse:

A) understands the significance of the critical relationship between health and learning.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

B) understands the role of assessment in evaluating how students learn, what they know and are able to do, and experiences that support their optimal growth and development.

C) understands the multidisciplinary components of a student case study evaluation in determining special education eligibility and implementation of health related services.

D) understands the application of assessment and evaluation results in the development of individual student program modifications.

E) understands the role of assessment, planning, implementation, and evaluation in a coordinated health program.

F) recognizes and supports the rights of students/parents/guardians in regard to assessment and evaluation.

2) Performance Indicators – The competent school nurse:

A) collects, prioritizes, and documents health data from students, families, staff, and service agencies in a systematic, organized, and ongoing manner.

B) uses health assessment and evaluation results to support appropriate provision of educational and school health services.

C) recommends modifications of the school program for students who require accommodations due to health needs.

D) utilizes appropriate assessment and evaluation strategies to enhance health promotion, disease prevention, and safety.

E) apprises the student/parent/guardian of their rights in regard to assessment and evaluation.

e) Planning and Intervention

The educator licensed certified school nurse uses the planning and intervention components of the nursing process to develop and plan for a coordinated school health program that meets the needs of students, families, staff, and community.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1) Knowledge Indicators – The competent school nurse:

A) understands the principles of planning and intervention when implementing a coordinated school health program.

B) recognizes that a plan includes measurable goals and objectives as applicable to individual student health and learning needs.

C) understands that plans and interventions are educationally relevant, developmentally appropriate, and sensitive to the social, cultural and linguistic background of the child, family and staff.

D) understands the development of plans and interventions that comply with local, State, and federal laws and regulations.

E) understands the need for collaboration with students, family, staff, and community in the development of a plan.

F) understands the application of current standards of school nursing practice to planning and intervention.

G) understands how to access and utilize information relative to student health and learning issues.

H) understands how to prioritize when developing a plan and implementing interventions that provide for continuity of care and optimal learning.

I) understands the legal implications of timely documentation pertaining to planned interventions and evaluations.

J) understands how to develop and implement disease prevention, health promotion, and screening programs.

K) understands the development and implementation of health related curricula.

L) understands the importance of integrating technology in appropriate aspects of health services.

2) Performance Indicators – The competent school nurse:
A) collaborates and establishes a plan and interventions that correlate with the expectations of student goals based on health and learning needs.

B) develops student-focused plans with measurable goals and objectives.

C) develops educationally relevant and developmentally appropriate plans and interventions that are sensitive to the social, cultural, and linguistic background of the child, family, and staff.

D) collaborates in the development of plans and interventions that comply with local, State, and federal law and regulations.

E) applies current standards of school nursing practice when developing plans and interventions that integrate technology into school health services.

F) utilizes multiple sources of information when prioritizing and developing plans and interventions that provide for continuity of care and optimal learning.

G) develops and implements disease prevention, health promotion, and screening programs based on individual, school, and community needs.

H) documents plans and interventions in a retrievable format.

I) collaborates in the development and implementation of health-related curricula that address the issues and needs of students, family, staff, and community.

f) Service Delivery

The educator licensed tested school nurse understands and uses various intervention strategies in the development of a coordinated school health program that assists students, families, staff, and community to achieve optimal levels of wellness and learning.

1) Knowledge Indicators – The competent school nurse:
A) understands the assessment process in the delivery of school health services in a coordinated school health program.

B) understands classroom methods of instruction based on current learning standards and theory appropriate to students' developmental levels and diversity.

C) understands the principles of individual and group health counseling and teaching.

D) understands the design, development, and evaluation of health education curricula and other instructional materials.

E) understands the role and responsibility of a health resource professional with respect to students, staff, families, and community.

F) understands the application of holistic health principles.

G) understands developmentally appropriate self-care.

H) understands the implications of independent professional nursing judgment in the delivery of school health services.

I) understands the legal and ethical basis for policies and guidelines that address management of medications, specialized care, and confidentiality.

J) understands the importance of seeking and maintaining current knowledge and understanding of mandated health examinations, immunizations, and screening.

2) Performance Indicators – The competent school nurse:

A) evaluates the delivery of school health services in a coordinated school health program.

B) provides classroom health instruction based on current learning standards and theory, appropriate to students' developmental levels and diversity.
C) provides individual and group health counseling and teaching that incorporate individual strengths, offer maximum opportunity to make informed health choices, and promote students' participation in health care decisions and learning.

D) participates in the design and development of health education curricula, instructional materials, and other health education activities.

E) promotes self-care through education of students, families, and staff by providing health information and resource materials.

F) applies holistic health principles.

G) applies current professional standards of nursing practice (see "Standards of Professional School Nursing, Scope and Standards of Practice, 2nd Edition" (2011), published by the National Association of School Nurses Inc., P.O. Box 1300, Scarborough, Maine 04070-1300 and available at www.nasn.org; no later amendments to or editions of these standards are incorporated by this Section) and uses independent nursing judgment when delivering school health services.

H) contributes to the development and implementation of health-related policies and procedures that comply with the Illinois Nurse Nursing and Advanced Practice Nursing Act and the School Code.

I) implements health-related policies and procedures.

J) administers medications and performs specialized procedures in compliance with State and district policy guidelines.

g) Learning Environment

The educator licensed certified school nurse understands and uses principles of health promotion and disease prevention to promote a safe and healthy learning environment.

1) Knowledge Indicators – The competent school nurse:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) understands principles of health promotion and disease and injury prevention.

B) understands how to conduct school health assessments to identify current health issues and the need for programs.

C) understands how to develop and implement health programs that support a safe and healthy learning environment.

D) understands how to collaborate with school community, board of education, health authorities, and community health agencies to develop and implement health policies and procedures based on current standards of practice that support a safe and healthy learning environment.

E) understands how to evaluate interventions and appropriately communicate findings.

F) understands the responsibilities of orienting, training, documenting competency, supervising, and evaluating tasks delegated to health assistants, aides, and unlicensed assistive personnel as appropriate to the school setting.

G) understands how to adapt technology for school health services.

H) understands how environmental health concepts affect school health and safety.

I) understands how individual actions affect the environment.

2) Performance Indicators – The competent school nurse:

A) incorporates principles of health promotion and disease prevention.

B) conducts school health assessments to identify current health issues and the need for programs.

C) develops and implements health programs based on current professional standards of practice in nursing and health care, current trends, sources of funding, school policies, and local, State, and federal laws/regulations.
D) develops and implements health policies and procedures in collaboration with the school community, board of education, and health authorities, and community health agencies.

E) evaluates ongoing health and safety issues for outcomes of quality care and appropriately communicates findings.

F) orients, trains, and supervises the performance of tasks delegated to health assistants and unlicensed assistive personnel as appropriate to the school setting.

G) incorporates and utilizes technology for school health services.

H) incorporates principles of environmental health into the provision of school health services.

I) teaches the consequences of individual actions as they relate to the environment.

h) Communication

The educator licensed certificated school nurse understands and uses effective communication and technology to foster active inquiry, collaboration, and partnerships that address the health, safety, and learning needs of all students.

1) Knowledge Indicators – The competent school nurse:

A) understands language development, communication techniques, and the role of communication in learning.

B) understands the value, ethics, and dynamics of communication.

C) understands written, verbal, nonverbal, and visual communication processes.

D) understands technology-based productivity tools and their application to school nursing practice.

E) understands the impact of diversity on effective communication.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F) understands the professional and legal implications of confidentiality and personal privacy, including the Illinois School Student Records Act and Family Educational Rights and Privacy Act (FERPA; 20 USC 1232(g)).

G) understands how the development of professional networking enhances the health and learning of school-age populations.

2) Performance Indicators – The competent school nurse:

A) promotes and models positive, effective communication.

B) uses various communication methods and tools to enrich learning opportunities.

C) utilizes various strategies to communicate effectively in a diverse school community.

D) utilizes available technology to enhance communication.

E) promotes and models ethical practices for confidential and private communication.

F) interprets and articulates health-related information and its potential impact on students' learning within the school and the community.

G) promotes informational linkages within the health care community.

i) Collaborative Relationships

The educator licensed certified school nurse understands and develops collaborative relationships with colleagues, families, and the community to support students' learning and well-being.

1) Knowledge Indicators – The competent school nurse:

A) understands schools as organizations within the context of the larger community.
B) understands the dynamics of interdisciplinary collaboration that enhances health and learning.

C) understands how diversity influences collaboration with families and the school community.

D) recognizes the need for cooperative action in order to implement an effective, coordinated school health program.

E) understands how partnerships among schools and families, businesses, community groups, government agencies, and higher education maximize the use of resources and promote health and learning.

2) Performance Indicators – The competent school nurse:

A) initiates contact with and acts as a liaison among the home, school, community health agencies, community organizations, and private medical sector to enhance the health and wellness of the school community.

B) collaborates with the student, family, staff, and community in the development of goals, time-lines, and decisions related to health care, service delivery, and healthy lifestyles.

C) considers cultural factors when cooperating with families and the school community to facilitate student health and learning.

D) participates in collaborative decision-making and problem-solving with other professionals to promote students' success.

j) Professional Conduct and Ethics

The educator licensed certified school nurse understands school nursing as a professional specialty and maintains standards of professional conduct and ethics.

1) Knowledge Indicators – The competent school nurse:

A) understands that the school nurse is the only health professional in the school setting who is prepared in both education and nursing.
State Board of Education

Notice of Proposed Amendments

B) understands how federal/State/local laws and regulations govern school health practice.

C) understands the school nurse's position within the school organization.

D) understands current health and educational policies and guidelines.

E) understands the professional code of conduct and ethical practice guidelines embodied in the standards referred to in subsection (f)(2)(G) of this Section and the Illinois Nurse Nursing and Advanced Practice Nursing Act.

2) Performance Indicators – The competent school nurse:

A) maintains professional credentials and participates in regular relevant continuing education.

B) practices within the regulatory parameters of health and practices within the organizational structure of the school system.

C) practices within current health and educational policies and guidelines.

D) practices within the code of professional conduct delineated in the standards referred to in subsection (f)(2)(G) of this Section and follows current health and education directives.

E) delivers care that promotes and preserves students' and families' autonomy, dignity, cultural differences, and rights.

k) Reflection and Professional Growth

The educator licensed certificated school nurse is a reflective practitioner who actively seeks opportunities to grow professionally.

1) Knowledge Indicators – The competent school nurse:

A) understands that lifelong learning is an integral part of professional growth.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

B) understands that the process of continuous improvement is necessary to advance school health services.

C) understands current areas of research and resources that are available for professional development.

D) understands and participates in self-assessment, critical thinking, and problem-solving.

E) understands the importance of acquiring and maintaining the skills to practice in the specialty area of school nursing.

F) understands that professional growth is evaluated in relation to the standards referred to in subsection (f)(2)(G) of this Section, relevant statutes, guidelines, policies, and research.

2) Performance Indicators – The competent school nurse:

A) participates in regular professional dialogue and continuous learning to support personal development as a lifelong learner and health educator.

B) uses observation, data collection, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

C) consults with and utilizes the expertise of others as resources for problem-solving, for generating new ideas, and for seeking and giving feedback.

D) assesses his or her own practice and needs and plans for continuing professional development.

E) analyzes, evaluates, and reflects on the effectiveness of interventions in relation to outcomes.

F) participates as a member of professional nursing and educational organizations.

I) Leadership and Advocacy
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

The educator licensed certified school nurse is a member of the educational team, a leader and facilitator of change, and an advocate for students, the school, and the community.

1) Knowledge Indicators – The competent school nurse:
   
   A) understands the importance of the school nurse's leadership and advocacy roles.

   B) understands the changing parameters of the professional school nurse's scope of practice.

   C) recognizes the impact of social, economic, and political issues and the legislative process on the nature and provision of health services to students and the community.

   D) understands effective models, programs, and services available in the school/community environment.

   E) understands the components of resource management relative to school health services.

   F) understands the process of referral and follow-up in the provision of health and educational services.

   G) understands the impact of cultural diversity and family dynamics on students' learning.

   H) understands the need to support students' self-advocacy.

2) Performance Indicators – The competent school nurse:

   A) empowers the school community to effectively use health and wellness resources to make informed decisions.

   B) serves as mentor and role model for students, families, and peers.

   C) increases public awareness of school nurses' role and positive impact on student success.

   D) develops and implements a plan for professional leadership.
E) promotes school nursing as a professional nursing specialty.

F) uses research and best practice guidelines to develop appropriate problem-solving strategies.

G) participates in policy making on local, State, and federal levels that have an impact on the school community.

H) identifies areas of health needs and utilizes appropriate consultation, resources, and services.

I) participates in resource management of the school health services.

J) advocates for the school health community.

K) makes appropriate and timely referrals, including provisions for continuity of care and follow-up.

L) provides services that acknowledge cultural diversity and family dynamics.

M) extends services to students that build on individual strengths, provide opportunities for positive lifestyle choices, and encourage planning and direction for their own health care.

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

Section 23.130 Standards for the School Psychologist

a) Data-Based Decision-Making and Accountability

The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

1) Knowledge Indicators – The competent school psychologist:
A) understands effective, data-based decision-making and problem-solving processes.

B) understands the purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment (e.g., interviewing techniques, norm-referenced cognitive and achievement tests, curriculum-based assessment, authentic assessment, portfolio assessment, criterion-referenced assessment, functional assessment, behavioral assessment, behavioral observation, social developmental history, and adaptive behavior assessment) for the purposes of data collection.

C) understands child development, learning theory, and diversity as well as their relationship to data-based decision-making.

D) understands psychometric theory, test development, and research as applied to data-based decision-making.

E) understands nondiscriminatory evaluation procedures.

F) understands the process of linking assessment results with the development of interventions.

G) understands the importance of linking system-wide assessment data with districts' curricular decisions.

H) understands the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data.

I) understands the importance of collecting data across environments.

J) understands how to modify intervention plans based on data.

K) understands the use of technology in data-based decision-making.

L) understands the use of data in evaluating the integrity of interventions.

M) understands the use of data in determining whether students have disabilities.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

N) understands parents'/guardians' and students' rights regarding assessment and evaluation.

O) understands the principles and importance of professional accountability for confidentiality and record keeping.

2) Performance Indicators – The competent school psychologist:

A) applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision-making.

B) collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies.

C) uses data to evaluate outcomes of services and to facilitate accountability.

D) uses environmental data (e.g., data from home, school, community) to plan interventions.

E) applies psychometric theory to the evaluation of assessment materials and techniques.

F) applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.

G) uses nondiscriminatory evaluation procedures.

H) analyzes group performance to design interventions that meet learners' needs.

I) uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.

J) uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.
K) prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.

L) articulates assessment findings in a manner that is understandable for the intended audience.

M) uses data to identify factors that influence learning and behavior at the classroom or building level.

N) assists school personnel and other agency administrators with the interpretation of data to evaluate classroom- and/or building-level programs.

O) follows legal, regulatory, and ethical parameters in data-based decision-making and record keeping.

b) Consultation and Collaboration

The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

1) Knowledge Indicators – The competent school psychologist:

A) understands behavioral, mental health, collaborative, and other consultative approaches and their application to particular situations.

B) understands the dynamics of communication applicable to collaboration and consultation in professional practice.

C) understands the importance of interpersonal skills in the consultative process.

D) understands schools as organizations within the larger community context.
E) understands skills necessary to facilitate communication with students.

F) understands skills necessary to facilitate communication among teams of school personnel, families, community professionals, and others.

G) understands the important features of collaboration with individuals of diverse cultures, values, and experiences.

H) understands technological tools for accessing, managing, and disseminating information to enhance the consultative process.

2) Performance Indicators – The competent school psychologist:

A) applies knowledge of consultation and collaboration skills.

B) uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.

C) initiates collaboration to enhance student learning.

D) participates in collaborative decision-making and problem-solving with other professionals to achieve student success.

E) demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.

F) uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.

G) communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).

H) promotes and models ethical practices of confidential communication with others.
c) Learning and Instruction

The competent school psychologist has knowledge of human learning processes, of techniques for assessing these processes, and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

1) Knowledge Indicators – The competent school psychologist:

A) understands theories of cognitive development, learning, and teaching and their application to the development of instructional strategies.

B) understands how students' conceptual frameworks can influence learning.

C) understands how students acquire knowledge and skills.

D) understands that students' cognitive, physical, social, emotional, and moral development influences learning.

E) understands individual differences in approaches to learning and performance.

F) understands language development, communication styles, and the role of communication in learning.

G) understands the process of second language acquisition and strategies for supporting students' learning.
H) understands the unique instructional needs of students with diverse abilities.

I) understands the impact of gender, race, culture, disability, and environment on learning.

J) understands formal and informal assessment techniques for evaluating students' learning.

K) understands intervention strategies that promote students' critical thinking, problem-solving, and performance skills.

L) understands the importance of continuing education in the areas of learning and instruction.

M) understands the importance of aligning instruction with the Illinois Learning Standards and related objectives.

N) understands factors that influence motivation and engagement in students' learning.

2) Performance Indicators – The competent school psychologist:

A) works effectively with school personnel to promote supportive learning environments.

B) assists school personnel in developing cognitive and academic goals for all students.

C) supports schools’ efforts to use evaluation techniques that measure cognitive and academic progress of all students.

D) uses formal and informal assessment techniques to evaluate the performance and progress of students.

E) uses assessment results to identify students' learning needs, develop instructional strategies, and contribute to recommendations regarding students' eligibility for and placement in special education.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F) participates in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.

G) develops intervention plans consistent with curriculum, learners' diversity, and learning theory.

H) considers instructional methods and materials, students' interests, and career needs when planning interventions.

I) uses intervention strategies and resources that encourage students' development of critical thinking, problem-solving, and performance skills.

J) monitors and adjusts interventions in response to feedback.

K) identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career alternatives.

L) accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.

M) collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet the Illinois Learning Standards or locally developed objectives.

d) Socialization and Development of Life Skills

The competent school psychologist has knowledge of human developmental processes and techniques for assessing these processes and of direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Interventions Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

1) Knowledge Indicators – The competent school psychologist:

A) understands the developmental processes involved in the behavioral, social, affective, and adaptive domains.

B) understands career goals and planning as part of the developmental process.

C) understands the principles of behavioral change within the behavioral, social, affective and adaptive domains.

D) understands direct/indirect intervention strategies appropriate for students from diverse backgrounds and experiences.

E) understands consultation, behavior management, and counseling strategies as they apply to the enhancement of students’ behavior.

F) understands multiple approaches to classroom management.

G) understands how to use assessment information to address students' behavioral, affective, adaptive, social, academic, and career needs.

H) understands that medications may affect the academic, cognitive, physical, social, and emotional behavior of students.

I) understands how language, communication, and behavior affect socialization.

J) understands the characteristics and effects of culture and environment on students and families.

2) Performance Indicators – The competent school psychologist:

A) applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.

B) develops methods to assist teachers and families in teaching pro-social behavior to students.
C) applies the principles of generalization and transfer of training to the development of interventions.

D) assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.

E) identifies factors that lead to successful interventions.

F) facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.

G) develops classroom management interventions.

H) develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).

I) links assessment information to the development of strategies that address individual students' goals.

e) Diversity

The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

1) Knowledge Indicators – The competent school psychologist:

A) understands his/her own cultural perspectives and biases and the impact of these biases on interactions with others.

B) understands cultural, racial, ethnic, gender, and linguistic diversity.

C) understands the impact of familial, socio-cultural, and political contexts on interpersonal relationships.
D) understands diverse family systems and how they affect students' development, learning and communication skills.

E) understands how individual experiences, talents, disabilities, gender, prior learning, language, culture, family, religion, and community values influence students' learning.

F) understands that similar behaviors may have different meanings in different cultures.

G) understands cultural differences in approaches to learning and performance.

H) understands the process of second language acquisition and its impact on student learning.

I) understands the impact of bias and stereotyping in the educational environment.

J) understands the implications of State and federal legislation; rules and regulations; and case law on educational programming for all students.

K) understands the importance of professional practices that are consistent with ethical standards when dealing with students from diverse cultures and backgrounds.

L) understands the characteristics and educational needs of students with disabilities.

M) understands the characteristics and educational needs of gifted, creative, and talented students.

2) Performance Indicators – The competent school psychologist:

A) recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
B) demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.

C) demonstrates respect for cultural diversity.

D) promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.

E) assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.

F) facilitates learning communities in which individual differences are respected.

G) practices gender equity and avoids sex-role stereotyping.

H) develops strategies for promoting an understanding of the role of cultural barriers in educational outcomes.

I) uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.

J) integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.

K) recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.

L) incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.

M) designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.

N) considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.
O) develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.

P) identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.

Q) participates in professional continuing education to minimize biases and to enhance training and expertise.

f) School and Systems Organization, Policy Development, and Climate

The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

1) Knowledge Indicators – The competent school psychologist:

A) understands the organization and operation of school systems.

B) understands effective principles of systems theory (e.g., organization development).

C) understands the importance of and the need for involvement in policy development.

D) understands the importance of policies and policy development processes in school systems and agencies.

E) understands the impact of school and public policy on schools, communities, and ecosystems.

F) understands the factors that contribute to safe, caring, and supportive learning environments.

2) Performance Indicators – The competent school psychologist:
A) contributes to the development of practices that provide beneficial programs and services for students and their families.

B) promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.

C) participates in decision-making that promotes effective services for students and their families/guardians.

g) Prevention, Crisis Intervention, and Mental Health

The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

1) Knowledge Indicators – The competent school psychologist:

A) understands the influence of child and adolescent development on behavior.

B) understands the influence of child psychopathology on behavior.

C) understands biological influences on behavior.

D) understands human diversity and cultural and social influences on behavior.

E) understands the influences of societal stressors on behavior.

F) understands crises in schools and communities and how they affect students' behavior.

G) understands effective prevention strategies.

H) understands crisis intervention strategies.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

I) understands health issues influencing children and adolescents (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

J) understands resources for addressing a wide variety of behavioral, learning, and mental and physical health problems.

K) understands how to access and make appropriate referrals for services provided by the district, community, and State resources.

L) understands the role of diversity in the development and implementation of prevention, crisis intervention, and mental health programs.

M) understands how individuals and groups influence one another and how they function in society.

N) understands how to help students to work cooperatively and productively.

O) understands factors that influence motivation and engagement and how to help students become self-motivated.

P) understands that medications can affect the educational, cognitive, physical, social, and emotional behavior of individuals.

Q) understands the appropriate use of confidentiality in prevention, crisis intervention, and mental health services.

2) Performance Indicators – The competent school psychologist:

A) identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).

B) reviews crisis intervention plans used in the schools.

C) promotes mental health in the schools and other agencies.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

D) addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

E) collaborates with other health care professionals to promote behaviors that lead to good health.

F) uses resources to address a wide variety of cognitive, social-emotional, and physical problems.

G) empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.

H) analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.

I) works effectively within the school and community to create/enhance supportive learning environments.

J) analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.

h) Home/School/Community Collaborations

The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on students' development, learning, and behavior. Further, the competent school psychologist has knowledge of methods for involving families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

1) Knowledge Indicators – The competent school psychologist:

A) understands how diverse family systems affect students.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

B) understands the importance of family involvement in education.

C) understands methods of promoting collaboration and partnerships between families/guardians and educators that improve outcomes for students.

D) understands the implications of cultural diversity on family, home, school, and community collaborations.

E) has knowledge of school and community resources and agencies available to students and families/guardians.

2) Performance Indicators – The competent school psychologist:

A) designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.

B) facilitates collaboration between schools and parents/guardians by designing educational interventions.

C) identifies resources and facilitates communication between schools, families/guardians, and community agencies.

i) Research and Program Evaluation

The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

1) Knowledge Indicators – The competent school psychologist:

A) understands research design.

B) understands research and statistics in order to evaluate published research.

C) understands statistical procedures and data analysis methods to answer research questions.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

D) understands measurement principles and psychometric standards and methods when selecting and using assessment techniques and published tests in program or systems-level evaluation.

E) understands findings from intervention research when designing educational, mental health, or treatment programs for children.

F) understands technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).

2) Performance Indicators – The competent school psychologist:

A) applies research design and data analysis techniques when conducting and evaluating research.

B) evaluates psychometric properties when selecting assessment methods.

C) applies knowledge of professional literature and research findings to all aspects of professional practice, including service delivery improvements.

D) applies knowledge of intervention research in designing psycho-educational and mental health programs for children.

E) provides information about relevant research findings to school personnel, parents, and the public.

j) School Psychology Practice and Development

The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

1) Knowledge Indicators – The competent school psychologist:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) understands professional, ethical, and legal standards in order to enhance the quality of services and to protect the rights of all parties.

B) understands the standards, models, methods, and practices of the profession.

C) understands the history and foundations of school psychology.

D) understands relevant aspects of related areas in psychology and education (e.g., developmental psychology, cross-cultural psychology, mental health/health, bilingual education, and special education).

E) understands how the practice of school psychology affects students and families from diverse backgrounds.

F) understands the importance of collaborating with other professionals in the school community.

G) understands the importance of continued professional development.

H) understands the obligations, procedures, and applications of being a mandated reporter of suspected child abuse and neglect.

I) understands the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists, Council for Exceptional Children, etc.).

J) understands the full range of school psychological services.

2) Performance Indicators – The competent school psychologist:

A) practices in full accordance with the "Principles for Professional Ethics" expressed in the "Model Guidelines for Comprehensive and Integrated the Provision of School Psychological Services" (2010 2000), published by the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda MD 20814 and posted at
http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf. No later amendments to or editions of these standards are incorporated by this Section.

B) provides school psychological services consistent with the legal, ethical, and professional guidelines referred to in subsection (j)(2)(A) of this Section.

C) maintains accepted standards in assessment, consultation, intervention, and general professional practice.

D) complies with legal requirements for professional practice.

E) participates in personal continuing professional development.

F) shares professional resources with teachers, parents, and others to enhance services to students.

G) maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.

k) Technology Standards

The competent school psychologist has knowledge of relevant informational sources and technology; and accesses, evaluates, and uses informational sources and technology in ways that safeguard or enhance the quality of services.

1) Knowledge Indicators – The competent school psychologist:

A) understands how to review, evaluate, and use technology for educational purposes.

B) has knowledge about assistive technology and other technological resources for children.

C) understands methods and standards for using informational technology.

D) understands methods of access to informational sources.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

E) understands the ethical issues and social implications of using technology.

F) understands the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

2) Performance Indicators – The competent school psychologist:

A) practices ethical, legal, and socially responsible behavior when using technology and computer software.

B) adheres to copyright laws and guidelines in the access and use of information from various technologies.

C) uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.

D) uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.

E) uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.

F) uses multimedia resources to support and deliver oral presentations.

G) demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

H) uses technology in communicating, collaborating, and conducting research.

I) maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
Section 23.140  Standards for the School Social Worker

a) Content

The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

1) Knowledge Indicators – The competent school social worker:

   A) has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE).

   B) understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

   C) understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.

   D) understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

   E) understands the effects of mental illness on students' ability to participate in learning.

   F) understands the person-in-environment context of social work.

   G) understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

   H) understands characteristics and implications for education of children with academic and/or behavioral challenges.
I) understands systems theories as they relate to classrooms, schools, families, and community.

J) understands methods of advocacy on behalf of individuals, families, and school systems.

K) understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

2) Performance Indicators – The competent school social worker:

A) uses empathy in interpersonal relationships.

B) uses diverse interview techniques and written communication with all persons within the student's system.

C) gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.

D) makes accurate mental health diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013), published by the American Psychiatric Association, 1000 Wilson Boulevard, Suite 1825, Arlington, VA 22209. No later amendments to or editions of these standards are incorporated by this Section.

E) selects and applies the most appropriate methods of intervention to enhance students' educational experience.

F) demonstrates effective leadership of and participation in interdisciplinary teams.

b) Service Delivery

The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.

1) Knowledge Indicators – The competent school social worker:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) understands methods of individual, group, family, and crisis counseling.

B) understands methods of social work service delivery.

C) understands and develops skills in advocacy, case management, community organization, consultation and in-service training.

D) understands the application of social learning theories to identify and develop broad-based prevention and interventions.

E) understands the interdisciplinary approach to service delivery within the educational environment.

F) understands how to integrate content knowledge for service delivery.

G) understands the role of mandated reporters of suspected child abuse and neglect and the function of the State's child welfare agency.

2) Performance Indicators – The competent school social worker:

A) develops and implements prevention and intervention plans that enable children to benefit from their educational experiences.

B) provides individual, group, and/or family counseling and other services to enhance success in the educational process.

C) provides crisis intervention counseling and other services to the school community.

D) provides consultation to teachers, administrators, parents, and community agencies.

E) develops and provides training and educational programs in the school and community.

F) conducts diagnostic assessments and participates in eligibility conferences for special education and other programmatic options,
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

students' educational planning conferences, and conferences with parents.

G) initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

H) mobilizes the resources of the school and community to meet the needs of children and their families.

I) initiates reports of suspected child abuse and neglect to the State's child welfare agency.

c) Planning

The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

1) Knowledge Indicators – The competent school social worker:

A) understands learning theory and human development as it applies to the content and curriculum of educational planning and intervention.

B) understands the process of needs assessment, referral, and resource development.

C) understands how to develop long- and short-term intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

D) understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

E) understands how to integrate and use technology for assessments, interventions, and information management.

2) Performance Indicators – The competent school social worker:

A) assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
B) conducts needs assessments to plan for service delivery.

C) assists students in creating long- and short-term plans to meet expectations for learning.

D) creates and adapts learning opportunities and materials to provide effective interventions.

E) plans interventions that integrate students' life experiences and future career goals.

F) maintains relevant data to assist in planning, management and evaluation of school social work.

G) collects, analyzes and interprets data to evaluate and modify interventions when necessary.

H) supports approaches to learning that address individual student needs.

I) integrates and uses technology for assessments, interventions, and information management.

d) Assessment and Evaluation

The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

1) Knowledge Indicators – The competent school social worker:

A) understands strength-based assessments and practices that support growth and development.

B) understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
C) understands multiple assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.

D) understands how to conduct formal and informal assessment of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional/mental health.

E) understands the use of assessment as a means to evaluate the student's emotional/mental health and social functioning, including:
   i) the child's physical, cognitive, and emotional development;
   ii) family history and factors that influence the child's overall functioning;
   iii) the child's behavior and attitude in different settings;
   iv) patterns of interpersonal relationships in all spheres of the child's environment;
   v) patterns of achievement and adjustment at critical points in the child's growth and development;
   vi) adaptive behavior and cultural factors that may influence learning.

F) understands the social-developmental study with its focus on the student's functioning within the educational environment.

G) is familiar with the components of the case study evaluation.

H) understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.

I) understands parent/guardian and student rights regarding assessment and evaluation.
J) is familiar with the diagnostic tools used by other professionals in the school.

K) understands the use of assessment and evaluation results to develop student interventions.

2) Performance Indicators – The competent school social worker:

A) appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students in the school environment.

B) uses assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies.

C) uses assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement.

D) involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.

E) presents assessment results in an easily understandable manner.

F) documents assessment and evaluation results.

G) collaborates with parents/guardians and other professionals regarding the assessment process.

H) informs parents/guardians of their rights and the rights of students regarding assessment.

I) uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

e) Consultation and Collaborative Relationships
The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.

1) **Knowledge Indicators** – The competent school social worker:

   A) understands the principles, practices, and processes of individual and organizational consultation.

   B) understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.

   C) understands the school's role within the context of the larger community.

   D) understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

   E) understands the importance of audience and purpose when selecting ways to communicate ideas.

   F) understands how formal and informal political implications affect communication.

   G) understands language development, communication techniques, and the role of communication in the learning environment.

   H) understands the role of school personnel as mandated reporters of child abuse and neglect.

2) **Performance Indicators** – The competent school social worker:

   A) initiates, develops, and implements consultative relationships.

   B) models and promotes ethical practices for confidential communication.

   C) collaborates with colleagues, parents/guardians, and community personnel about students' needs.
D) encourages relationships among colleagues to promote a positive learning environment.

E) participates in collaborative decision-making and problem-solving to promote students' success.

F) facilitates a collaborative relationship between general and special education systems to promote a unified system of education.

G) models and promotes effective communication among group members or between groups.

H) uses a variety of effective communication modes with diverse target groups.

I) assists mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.

f) Advocacy and Facilitation

The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

1) Knowledge Indicators – The competent school social worker:

A) understands the role of advocacy and facilitation at all levels of the systems that affect students and their families.

B) is familiar with available resources for students and families within the school and community.

C) understands when and how to make referrals for programs and services at the district, community, and State levels.

D) understands the need to improve access to services and resources.

2) Performance Indicators – The competent school social worker:

A) works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
B) identifies areas of need and accesses or creates resources and services.

C) makes referrals to community and school resources.

D) advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

E) supports students' transitions across environments.

F) uses research and technologies to help students, families, school, and community to access resources.

g) Learning Community

The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

1) Knowledge Indicators – The competent school social worker:

A) understands principles of and strategies for effective behavior and social management within the school environment.

B) understands small- and large-group dynamics.

C) understands how people's attitudes within the educational environment influence behavior of individuals.

D) understands how to help students work cooperatively and productively.

E) understands the importance of parents' participation in fostering students' positive development.

F) understands mediation and conflict-resolution strategies.

G) understands effective interventions within a group or classroom.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

H) understands principles of and strategies for organizational functioning.

I) understands how to work with administrators and other school personnel to make changes within the school environment.

J) understands how service learning and volunteerism promote the development of personal and social responsibility.

2) Performance Indicators – The competent school social worker:

A) encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

B) analyzes educational environments and works effectively to create/enhance a supportive learning climate.

C) develops strategies to encourage motivation and engagement through mutual respect and cooperation.

D) develops conflict resolution programs within the school environment.

E) develops needs assessments and works as a change agent to create identified services.

F) collaborates with community agencies in school-linked service learning projects or other programs.

G) promotes the effective utilization of school social work services.

H) promotes understanding of factors that affect the educational environment and facilitates systems improvement.

I) designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.

J) promotes active parental participation within the educational environment.
The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

1) Knowledge Indicators – The competent school social worker:

A) understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.

B) understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

C) understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.

D) understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.

E) understands ways in which similar behaviors may have different meanings to people in different cultures.

F) understands various disabilities.

2) Performance Indicators – The competent school social worker:

A) facilitates a learning community in which individual differences are respected.

B) practices gender equity and avoids sex-role stereotyping.

C) provides services that promote multi-cultural sensitivity.
D) develops strategies to decrease negative effects of cultural barriers on education.

E) utilizes students' diversity to enrich the educational experiences of all students.

F) interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.

G) utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs.

H) designs intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.

I) makes referrals for additional services or resources to assist students with diverse learning needs.

i) Professional Conduct and Ethics

The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning and well-being.

1) Knowledge Indicators – The competent school social worker:

A) understands the professional code of conduct and ethical practice guidelines stated in "NASW Standards for School Social Work Services" (2012), published by the National Association of Social Workers, 750 First Street NE, Suite 700, Washington, D.C. 20002-4241 and posted at http://www.naswde.org/practice/standards/NASWSchoolSocialWorkStandards.pdf. No later amendments to or editions of these standards are incorporated by this Section.

B) understands federal and State laws and regulations as they pertain to ethical practice.
C) understands the legal and ethical principles of confidentiality as they relate to the practice of school social work.

D) understands the organization and operation of school systems.

E) understands school policies and procedures.

F) understands legal issues in education, with special emphasis on persons with disabilities; child welfare; mental health; confidentiality; children's and adolescents' rights; and current trends.

G) understands the importance of active participation and leadership in professional education and social work organizations.

2) Performance Indicators – The competent school social worker:

A) follows the professional code of conduct and ethical practice guidelines referred to in subsection (i)(1)(A) of this Section.

B) maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and children's and adolescents' rights.

C) participates in district activities such as policy design, curriculum implementation, staff development, and organizations involving parents/guardians and students.

D) abides by current legal directives, school policies, and procedures.

E) promotes the rights of students.

F) models and promotes ethical practices for confidential communication.

j) Professional Development

The competent school social worker actively seeks opportunities to grow professionally.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1) Knowledge Indicators – The competent school social worker:
   
   A) understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

   B) understands the impact of personal strengths and needs on service delivery.

   C) understands methods of inquiry and frameworks for self-assessment and self-improvement.

   D) understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

   E) understands how to interpret and utilize research to evaluate and guide professional interventions.

   F) understands the use of empirically based practice resources available for intervention and program development.

2) Performance Indicators – The competent school social worker:

   A) uses continuing education, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

   B) maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.

   C) uses self-assessment and performance evaluations to identify areas for professional growth.

   D) actively seeks consultation to improve professional practice.

   E) recognizes the limits and boundaries of the professional role.

   F) demonstrates a capacity and willingness to assume the roles of learner and facilitator/educator in maintaining a broad knowledge base for professional development.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

G) participates in professional activities and organizations that promote and enhance school social work practice.

H) assumes responsibilities for enhancing practice through various professional development activities.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

PART 28
STANDARDS FOR ENDORSEMENTS CERTIFICATION IN SPECIAL EDUCATION

Section 28.10  Purpose and Effective Dates
This Part establishes the standards that shall apply to the issuance of various credentials in the field of special education pursuant to Article 21 Section 21-28 of the School Code [105 ILCS 5/Art. 21B, 2-3.6 and 21-28].


Section 28.10  Purpose and Effective Dates
This Part establishes the standards that shall apply to the issuance of various credentials in the field of special education pursuant to Article 21 Section 21-28 of the School Code [105 ILCS 5/21-28 Art. 21]. The standards set forth in this Part shall apply both to candidates for the respective credentials and to the programs that prepare them. That is:
beginning on the date identified as applicable for a particular endorsement, the examinations required for issuance of that endorsement shall be based on the relevant standards identified in this Part; and

b) beginning on the date identified as applicable, approval of any teacher preparation program or course of study pursuant to the State Board's rules for Educator Licensure Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the relevant standards identified in this Part.

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

Section 28.100 A Common Core of Standards for All Special Educators

Beginning July 31, 2002, no teacher preparation program or course of study leading to the issuance of any teaching credential in the field of special education shall be approved unless it includes content that will enable candidates to meet the standards set forth in this Section and the other applicable standards set forth in this Part, in addition to the standards set forth at 23 Ill. Adm. Code 24.100 or 24.130, as applicable (the "Illinois Professional Teaching Standards"). Beginning January 1, 2003, any examination required for issuance of a teaching credential in special education shall assess candidates' competence in relation to these standards.

a) Foundations – The competent special education teacher understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent special education teacher understands:

A) historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice;

B) current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range;

C) variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling;
D) issues and trends in special education across the life span, early childhood through adult services;

E) issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds; and

F) the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.

2) Performance – The competent special education teacher:

A) articulates a personal philosophy of special education, including its relationship to the general curriculum and the concepts of least restrictive environment;

B) conducts the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures; and

C) considers the continuum of placement and services within the context of least restrictive environment when making educational recommendations for students.

b) Characteristics of Learners – The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.

1) Knowledge – The competent special education teacher understands:

A) the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed;

B) the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities;

D) the social, intellectual, and political influences on language;

E) typical and atypical motor development;

F) major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities;

G) medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social, and emotional behaviors;

H) basic functions of the body's systems in relation to common medical conditions and health impairments;

I) specialized health care needs at school (e.g., gastrostomies, colostomies, urinary catheterization, tracheotomies, ventilator-assisted breathing, blood glucose testing, seizure management);

J) differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning;

K) the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders;

L) effects of the cultural and environmental milieu of the child and the family on behavior and learning;

M) the effects of second language acquisition on communication patterns;

N) the impact of sensory disabilities on development, learning and behavior; and
O) effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

2) Performance – The competent special education teacher:

A) accesses information on exceptional conditions when planning educational or transitional programs;

B) uses knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning; and

C) recommends referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.

c) Assessment – The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

1) Knowledge – The competent special education teacher understands:

A) assessment as an educational process;

B) terminology used in assessments;

C) legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities;

D) how to interpret information obtained from standardized tests, including age and grade scores, standard scores, percentile ranks, stanines, measures of central tendency, standard deviations, and standard error of measurement;

E) strategies for modifying and adapting formal tests;

F) strengths and limitations of various assessment tools;

G) influences of disabilities, culture, and language on the assessment process;
H) a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches; and

I) accommodations and modification of national, State and local assessments and the Illinois Alternative Assessment.

2) Performance – The competent special education teacher:
   A) matches appropriate assessment procedures to purposes of assessment;
   B) gathers background information regarding academic history;
   C) collaborates with families and other professionals in conducting individual assessment and reporting of assessment results;
   D) interprets information from formal and informal assessment instruments and procedures;
   E) develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction;
   F) uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modifications in learning environments, curriculum and/or instructional strategies;
   G) evaluates learning environments and matches necessary supports to individual learners' needs; and
   H) creates and maintains accurate records.

d) Planning for Instruction – The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.
1) Knowledge – The competent special education teacher understands:

A) the scope and sequence of the general curriculum;
B) the concepts of language arts;
C) the concepts of math, including numeration, geometry, measurement, statistics/probability, and algebra;
D) general curriculum practices and materials;
E) the components of an effective social skills curriculum;
F) the components of an effective transitional and vocational curriculum;
G) strategies for facilitating maintenance and generalization of skills across learning environments;
H) sources of specialized materials, equipment, and assistive technology for individuals with disabilities;
I) the principle of partial participation as it applies to students with disabilities;
J) the use of adaptive equipment for students with disabilities;
K) the concept of longitudinal transition plans;
L) short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory;
M) the process for inventorying instructional environments to meet a student's individual needs;
N) cultural perspectives related to effective instruction for students with disabilities;
O) physical adaptations to the environment to meet individual needs; and
P) integration of assistive and instructional technology to meet a student's individual needs.

2) Performance – The competent special education teacher:

A) develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences;

B) selects and uses appropriate technologies to accomplish instructional objectives;

C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks;

D) utilizes strategies for facilitating maintenance and generalization of skills across learning environments;

E) integrates related services into the instructional program;

F) evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math;

G) analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment;

H) designs learning experiences to promote students' skills in the use of technologies;

I) evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness;

J) utilizes resources and materials that are developmentally and functionally valid;

K) uses the principle of partial participation in planning for all students;
L) develops curricula relevant to life skills domains: domestic, recreation/leisure, vocational, and community; and

M) plans and implements transition programs appropriate to the age and skill level of the student.

e) Learning Environment – The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent special education teacher understands:

A) strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world;

B) basic classroom management theories and methods;

C) aspects of the physical setting, schedule, routines, and transitions that promote development and learning;

D) the effects of teacher attitudes and behaviors on all students;

E) laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities;

F) strategies for individual behavior management, crisis prevention, and intervention;

G) functional assessment of behavior and the components of behavior intervention plans;

H) approaches to adapting environments to meet the specific learning and developmental needs of individuals;

I) strategies for conflict resolution;

J) effective instructional strategies for social skills development;
K) issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers;

L) how to identify realistic expectations for student behavior in various settings;

M) the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate development, learning, and interaction between and among students;

N) ways in which technology can assist with creating and managing the learning environment;

O) common environmental barriers that hinder accessibility;

P) personal attitudes and biases that affect acceptance of individuals with disabilities; and

Q) supervision of paraprofessional educators paraeducators.

2) Performance – The competent special education teacher:

A) identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation;

B) uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs;

C) designs, structures, and manages daily routines effectively, including transition time for groups and individuals;

D) uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction;

E) monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities;
F) designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities;

G) develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities;

H) applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems;

I) elects target behaviors to be changed and conducts a functional assessment of the target behavior;

J) plans and directs the activities of classroom paraeducators, volunteers, and/or peer tutors;

K) coordinates activities with related services personnel to maximize instruction and time;

L) uses procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior;

M) uses transfers (floor to sitting, sitting to floor, chair to chair) correctly and identifies incorrect procedures for handling and positioning; and

N) facilitates mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use.

f) Instructional Delivery – The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3 – 21).

1) Knowledge – The competent special education teacher understands:
NOTICE OF PROPOSED AMENDMENTS

A) techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels; and

B) how cultural and gender differences affect communication.

2) Performance – The competent special education teacher:

A) uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings;

B) stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences;

C) facilitates learning experiences that develop social skills;

D) uses instructional time effectively and efficiently;

E) chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities;

F) adapts materials according to the needs of individuals with disabilities;

G) facilitates a learning community in which individual differences are respected;

H) creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication;

I) uses research-supported instructional strategies and practices;

J) identifies ways to enhance a reinforcer's effectiveness in instruction;

K) uses chronologically age-appropriate instruction and materials; and
NOTICE OF PROPOSED AMENDMENTS

L) facilitates the integration of related services into the instructional program.

g) Collaborative Relationships – The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

1) Knowledge – The competent special education teacher understands:

A) factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program;

B) roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program;

C) ethical practices for confidential communication to others about individuals with disabilities;

D) typical concerns of families of individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns (including families transitioning into and out of the special education system);

E) the effects of family and community on development, behavior and learning;

F) family systems theory and dynamics and differences in family structures and beliefs;

G) roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities;

H) information generally available from family, school officials, the legal system, and community service agencies;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

I) early childhood settings and other agencies related to young children and families as organizations within the larger community context; and

J) resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (including career, vocational, and transition support), including possible funding agencies and financial sources for secondary aged students (local, State, and federal).

2) Performance – The competent special education teacher:

A) collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), transition plans, etc.);

B) encourages and supports families in their student's programs and in becoming active participants in the educational team;

C) plans and conducts collaborative conferences with families or primary caregivers;

D) collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques;

E) initiates collaboration with others and creates situations where that collaboration will enhance student learning;

F) collaborates with classroom teachers, parents, paraprofessional educators, paraeducators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments;

G) communicates with general educators, administrators, paraprofessional educators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities;
H) assists students, in collaboration with parents and other professionals, in planning for transition to adulthood, including employment and community and daily life, with maximum opportunities for decision-making and full participation in the community;

I) demonstrates the ability to train, monitor, evaluate, and provide feedback to paraprofessional educators paraeducators; and

J) works with colleagues to develop an effective learning climate within the school.

h) Professional Conduct and Leadership – The competent special education teacher understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

1) Knowledge – The competent special education teacher understands:

A) personal and cultural biases and differences that affect one's teaching and interactions with others;

B) the importance of the teacher serving as a role model and advocate for all students;

C) schools as organizations within the larger community context;

D) consumer and professional organizations, publications, and journals relevant to individuals with disabilities; and

E) rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.

2) Performance – The competent special education teacher:

A) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;

B) demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families;
promotes and maintains a high level of integrity in the practice of the profession in accordance with the professional ethical standards set forth in "What Every Special Educator Must Know: Ethics, Standards, and Guidelines" (2009) published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington, Virginia 22202. (No later amendments to or editions of these standards are incorporated by this rule);

D) exercises objective professional judgment in the practice of the profession;

E) engages in professional activities that benefit individuals with disabilities, their families, and/or colleagues, including participation in the activities of professional organizations relevant to individuals with disabilities;

F) recognizes signs of emotional distress, child abuse, and neglect and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities;

G) maintains confidentiality of medical and academic records and respect for privacy of individuals with disabilities; and

H) maintains ethical responsibility to advocate for the least restrictive environment and appropriate services.

i) Reflection and Professional Growth – The competent special education teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

1) Knowledge – The competent special education teacher understands:

   A) benefits and strategies of mentorship;

   B) the continuum of lifelong professional development; and

   C) central concepts and methods of inquiry for reflecting on practice and problem-solving.

2) Performance – The competent special education teacher:
A) reflects on his or her practice to improve instruction and guide professional growth; and

B) ensures that his or her professional development plan includes activities to remain current regarding research-validated practice.

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

Section 28.200 Standards for the Learning Behavior Specialist I (LBS I)

The Learning Behavior Specialist I is a teacher of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act (20 USC 1400 et seq.): specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Beginning July 31, 2002, a teacher preparation program or course of study leading to the issuance of the special K-age 21 Learning Behavior Specialist I (LBS I) endorsement (either on a professional educator license the special preschool-age 21 certificate or on both an elementary and a secondary certificate) shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.

a) Foundations – The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education; he or she meets the standards set forth in Section 28.100(a) of this Part.

b) Characteristics of Learners – The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).

1) Knowledge – The competent learning behavior specialist understands:

   A) the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning;

   B) the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior; and
C) the unique impact of multiple disabilities on learning and behavior.

2) Performance – The competent learning behavior specialist provides information about students with language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, physical disabilities, and health impairments and their impact on learning to teachers, parents and employers as appropriate.

c) Assessment – The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

1) Knowledge – the competent learning behavior specialist understands:

A) strategies for assessing individual learning characteristics and modes of communication;

B) strategies for assessing students' skills within curricular areas, including academic, social and vocational;

C) strategies for assessing learning environments and conducting functional behavioral assessments within the environment;

D) a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self-monitoring; and

E) the uses and limitations of informal and formal assessments.

2) Performance – The competent learning behavior specialist:

A) adapts group academic and statewide assessments for students with disabilities;

B) assesses the extent and quality of an individual's access to the general curriculum;

C) monitors a student's progress through the general curriculum;

D) designs and implements functional assessment procedures;
E) assesses reliable methods of response in individuals who lack typical communication and performance abilities;

F) adapts formal assessment devices to accommodate a student's mode of communication and response;

G) identifies students' educational priorities by developing and conducting an individualized inventory of the student's home, community, social, and vocational environments and integrated curriculum needs;

H) identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities;

I) determines strengths and needs of individual students in the area of reading;

J) determines students' independent, instructional, and frustrational reading levels to inform instruction; and

K) interprets and explains reading diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.

d) Planning for Instruction – The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

1) Knowledge – The competent learning behavior specialist understands:

   A) the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains;

   B) effective instructional strategies for adapting the general curriculum to meet the needs of individual students;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners;

D) the differences between reading skills and strategies, and the role each plays in reading development;

E) importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement;

F) the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and career and technical vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community);

G) adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility;

H) guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards);

I) effective strategies for teaching study skills;

J) the skills necessary for student success in community settings;

K) community career and technical vocational options, including supported employment and competitive employment models;

L) the rationale for career development and vocational programming across the preschool to postsecondary age span; and

M) the principles of partial participation.

2) Performance – The competent learning behavior specialist:

A) integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program;
B) selects appropriate instructional strategies based on the curricular content and the age and skill level of the student;

C) evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities;

D) applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners;

E) adjusts reading instruction to meet the learning needs of diverse learners;

F) assesses the entrance level skill requirements of a potential site for vocational placement;

G) prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities;

H) develops longitudinal, outcome-based curricula for individual students;

I) identifies and prioritizes objectives for community skill training;

J) identifies available community recreational/leisure activities; and

K) identifies vocational and community placements appropriate to the age and skill level of the student.

e) Learning Environment – The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent learning behavior specialist understands:

A) rationale for selecting specific management techniques; and

B) theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.
2) Performance – The competent learning behavior specialist:

   A) uses appropriate strategies for managing significant behavioral episodes and crisis intervention;

   B) coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule;

   C) uses appropriate strategies for decreasing self-abusive behaviors; and

   D) plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

f) Instructional Delivery – The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).

1) Knowledge – The competent learning behavior specialist understands:

   A) effective instructional strategies for basic sequences of skills in the academic, social, and career and technical vocational curricular areas;

   B) traditional, improved traditional, and rapid procedures for helping individuals achieve bowel and bladder control;

   C) language intervention strategies and appropriate uses across age and skill levels;

   D) instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication; and

   E) instructional procedures for facilitating errorless learning, including teacher delivered prompts and discrimination learning.
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

2) Performance – The competent learning behavior specialist:

A) plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment;

B) integrates academic instruction, affective education, and behavior management for individual learners and groups of learners in the least restrictive environment;

C) uses strategies to enhance the thinking process;

D) uses effective instructional strategies to assist individuals with disabilities to develop and self-monitor academic and social skills;

E) provides community-referenced instruction;

F) interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons;

G) integrates study skills curriculum with delivery of academic instruction;

H) participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities;

I) matches individual needs with appropriate community placements, including supported employment and competitive employment models;

J) applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math;

K) designs and implements instructional programs for teaching eating, dressing, grooming, and toileting skills;

L) uses language intervention strategies and appropriate usage across age and skill levels;
M) uses instructional procedures for facilitating errorless learning, including teacher delivered prompts and discrimination learning;

N) plans and implements individualized systematic instructional programs to teach priority skills;

O) uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication;

P) plans and implements instructional programs directed toward objectives established for recreation/leisure skills, domestic skills, community skills, and career development and vocational training emphasizing positive self-concepts and realistic goals; and

Q) plans and implements programs for students transitioning from school to adult life.

g) Collaborative Relationships – The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators paraeducators, and students.

1) Knowledge – The competent learning behavior specialist understands collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

2) Performance – The competent learning behavior specialist collaborates with parents, general educators, other professionals (including community) and paraprofessional educators paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.

h) Professional Conduct and Leadership – The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1) Knowledge – The competent learning behavior specialist understands the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

2) Performance – The competent learning behavior specialist:
   A) practices within his or her own scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students;
   B) demonstrates an ethical responsibility to advocate for the least restrictive environment and appropriate services; and
   C) engages in professional activities that benefit students with disabilities.

i) Reflection and Professional Growth – The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent learning behavior specialist:
   1) conducts self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students; and
   2) reflects on one's own practice to improve instruction and guide professional growth.

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

Section 28.210 Standards for the Teacher of Students who are Blind or Visually Impaired

Beginning July 31, 2002, a teacher preparation program or course of study leading to endorsement as a special preschool-age 21 Teacher of Students who are Blind or Visually Impaired (either on a professional educator license the special preschool-age 21 certificate or on both an elementary and a secondary certificate) shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.

a) Foundations – The competent teacher of students who are blind or visually impaired understands the philosophical, historical, and legal foundations of
special education and is able to incorporate this knowledge within the context of the educational system.

1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
   
   A) federal entitlements (e.g., American Printing House for the Blind quota funds) that relate to the provision of specialized equipment and materials for learners with visual impairments;
   
   B) historical foundations for education of children with visual impairments, including the array of service options; and
   
   C) current educational definitions, identification criteria, labeling issues, and current incidence and prevalence figures for students with visual impairments, including those with multiple disabilities.

2) Performance – The competent teacher of students who are blind or visually impaired articulates the pros and cons of current issues and trends in special education for students who are visually impaired.

b) Characteristics of Learners – The competent teacher of students who are blind or visually impaired understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.

1) Knowledge – The competent teacher of students who are blind or visually impaired understands:
   
   A) the normal development of the human visual system;
   
   B) basic terminology related to the structure and function of the human visual system;
   
   C) basic terminology related to diseases and disorders of the human visual system;
   
   D) the development of secondary senses (hearing, touch, taste, and smell) when the primary sense is impaired;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

E) the effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, and language);

F) the effects of a visual impairment on social behaviors and independence;

G) the effects of a visual impairment on language and communication;

H) the effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem;

I) the psychosocial aspects of a visual impairment;

J) the effects of medication on the visual system; and

K) the impact of additional exceptionalities on students with visual impairments.

2) Performance – The competent teacher of students who are blind or visually impaired develops individual programs based on general development and academic, social, career and functional characteristics of students with visual impairments, including those with multiple disabilities.

c) Assessment, Diagnosis, and Evaluation – The competent teacher of students who are blind or visually impaired understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent teacher of students who are blind or visually impaired understands:

A) the impact of visual disorders and additional disabilities on learning and experience;

B) specialized terminology used in assessing students with visual impairments, both as it relates to the visual system and in areas of importance;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) the ethical considerations and legal provisions, regulations, and guidelines (federal, State, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision);

D) specialized policies regarding referral and placement procedures for students with visual impairments;

E) procedures used for screening, pre-referral, referral, and classifications, including vision screening methods, functional vision evaluation, and learning media assessment of students with visual impairments, including those with multiple disabilities;

F) alternative assessment techniques for students with visual impairments, including those with multiple disabilities;

G) appropriate interpretation and application and other evaluative information of scores obtained as a result of assessing students with visual impairments, including those with multiple disabilities; and

H) relationships among assessment, IEP development, and placement as they affect vision-related services.

2) Performance – The competent teacher of students who are blind or visually impaired:

A) interprets eye reports and other vision-related diagnostic information;

B) uses disability-specific assessment instruments appropriately;

C) adapts and uses a variety of assessment procedures appropriately when evaluating students with visual impairments, including those with multiple disabilities;

D) creates and maintains disability-related records for students with visual impairments, including those with multiple disabilities;

E) gathers background information about academic, medical, and family history as it relates to the student's visual status for students
with visual impairments, including those with multiple disabilities; and

F) uses assessment data to develop individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities.

d) Instructional Content and Practice – The competent teacher of students who are blind or visually impaired understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

1) Knowledge – The competent teacher of students who are blind or visually impaired understands:

A) Grade 2 Braille and Nemeth code;

B) Braille codes and resources for foreign language and music;

C) methods of developing modified communication skills for students with visual impairments, including:

   i) low-vision modifications for print reading and writing,

   ii) listening skills and compensatory auditory skills,

   iii) written communication skills including handwriting,

   iv) use of a broad range of assistive technology for individuals with visual impairments, and

   v) awareness of augmentative communication used by students with multiple disabilities;

D) methods for developing visual efficiency, including:

   i) use of visual skills,
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

ii) use of optical and other adaptive devices,

iii) modification of the environment, and

iv) functional application of these skills;

E) methods for developing modified academic skills, including:

i) use of an abacus,

ii) use of a talking calculator,

iii) interpretation of tactile graphics (maps, charts, tables, etc.), and

iv) use of adapted science and math equipment;

F) methods for developing alternative reasoning and decision-making skills in students with visual impairments;

G) methods for developing alternative organization and study skills for students with visual impairments;

H) methods for preparing students with visual impairments, including those with multiple disabilities, for structured pre-cane orientation and mobility assessment and instruction;

I) methods for developing tactual perceptual skills for students who are or will be primarily tactual learners;

J) methods of teaching human sexuality to students with visual impairments, using tactual models that are anatomically accurate;

K) methods for developing adapted physical and recreation skills for students with visual impairments;

L) methods for developing social and daily living skills that are normally learned or reinforced by visual means;

M) preschool-specific concepts and methods of teaching those concepts to young children with visual impairments;
N) strategies for developing career awareness in and providing vocational counseling for students with visual impairments;

O) strategies for promoting self-advocacy in students with visual impairments;

P) functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments, including:

i) methods for accessing printed public information,

ii) methods for accessing public transportation,

iii) methods for accessing community resources, and

iv) methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures);

Q) sources of specialized materials for students with visual impairments, including those with multiple disabilities; and

R) techniques for modifying instructional methods and materials for students with visual impairments, including those with multiple disabilities, and assisting classroom teachers in implementing these modifications.

2) Performance – The competent teacher of students who are blind or visually impaired:

A) interprets and uses unique assessment data, including learning media assessment, for instructional planning with students with visual impairments, including those with multiple disabilities;

B) develops individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities;
C) chooses and uses appropriate technologies to accomplish instructional objectives for students with visual impairments and integrates the technologies appropriately into the instructional process;

D) sequences, implements, and evaluates individual disability-related learning objectives for students with visual impairments;

E) uses strategies for facilitating the maintenance and generalization of disability-related skills across learning environments for students with visual impairments; and

F) teaches students with visual impairments to use thinking, problem-solving, and other cognitive strategies to meet individual learning and vision needs.

e) Planning and Managing the Teaching and Learning Environment – The competent teacher of students who are blind or visually impaired uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent teacher of students who are blind or visually impaired understands:

A) a variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments; and

B) model programs, including career-vocational and transition that have been effective for students with visual impairments.

2) Performance – The competent teacher of students who are blind or visually impaired:

A) prepares modified special materials (e.g., in Braille, enlarged, outlined, and highlighted) for students with visual impairments;

B) obtains and organizes special materials to implement instructional goals for students with visual impairments;
C) designs learning environments that are multi-sensory and encourage active participation by students with visual impairments in a variety of group and individual learning activities;

D) creates a learning environment that encourages self-advocacy and independence for students with visual impairments;

E) formats, transcribes, proofreads, and interlines materials in Grade 2 Braille and Nemeth code; and

F) uses the Braille writer, slate and stylus, and computer technology to produce Braille materials.

f) Managing Student Behavior and Social Interaction Skills – The competent teacher of students who are blind or visually impaired understands that attitudes and behaviors can affect student behavior and prepares students to deal with a variety of attitudes and behaviors in social situations.

1) Knowledge – The competent teacher of students who are blind or visually impaired understands that teachers' attitudes and behaviors affect the behaviors of students with visual impairments.

2) Performance – The competent teacher of students who are blind or visually impaired:

A) prepares students with progressive eye conditions to achieve a positive transition to alternative skills;

B) prepares students with visual impairments to access information and services from the community at large; and

C) prepares students with visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

g) Communication and Collaborative Partnerships - The competent teacher of students who are blind or visually impaired uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.
1) Knowledge – The competent teacher of students who are blind or visually impaired knows:

A) strategies for assisting parents and other professionals in planning appropriate transitions for students with visual impairments;

B) sources of unique services, networks, and organizations for students with visual impairments;

C) the roles of paraprofessional educators/paraprofessionals who work directly with students with visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them; and

D) the need for role models who have visual impairments and are successful.

2) Performance – The competent teacher of students who are blind or visually impaired:

A) helps parents and other professionals understand the impact of a visual impairment on learning and experience;

B) reports disability-related results of evaluations to students with visual impairments, their parents, administrators, and other professionals in clear, concise, and understandable terms;

C) manages and directs the activities of paraprofessional educators/paraprofessionals or peer tutors who work with students with visual impairments; and

D) uses communication styles that are appropriate for students with visual impairments.

h) Professionalism and Ethical Practices - The competent teacher of students who are blind or visually impaired understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1) Knowledge – The competent teacher of students who are blind or visually impaired understands consumer and professional organizations, publications, and journals relevant to the field of visual impairment.

2) Performance – The competent teacher of students who are blind or visually impaired participates in the activities of professional organizations relevant to the education of students who are blind or visually impaired.

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

Section 28.220 Standards for the Teacher of Students who are Deaf or Hard of Hearing

Beginning July 31, 2002, a teacher preparation program or course of study leading to endorsement as a special preschool-age 21 Teacher of Students who are Deaf or Hard of Hearing (either on a professional educator license the special preschool-age 21 certificate or on both an elementary and a secondary certificate) shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.

a) Foundations – The competent teacher of students who are deaf or hard of hearing understands the philosophical, historical, and legal foundations of special education for individuals who are deaf or hard of hearing and is able to incorporate this knowledge within the context of the educational system.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

   A) current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures;

   B) models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practices for students who are deaf or hard of hearing, as consistent with program philosophy;

   C) variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

D) issues in definitions and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective);

E) rights and responsibilities of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing; and

F) the impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development.

2) Performance – The competent teacher of students who are deaf or hard of hearing:

A) applies understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing;

B) articulates pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing; and

C) identifies the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing.

b) Characteristics of Learners – The competent teacher of students who are deaf or hard of hearing understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the communication, intellectual, social, and personal development of all students.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

A) communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

necessary to enhance cognitive, emotional, and social development;

B) research in cognition related to children who are deaf or hard of hearing;

C) cultural dimensions that being deaf or hard of hearing may add to the life of a child;

D) various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing;

E) the effects of families and/or primary caregivers on the overall development of children who are deaf or hard of hearing;

F) the effects that onset of loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing;

G) the impact of early comprehensible communication on the academic, linguistic, and social/emotional development of the child who is deaf or hard of hearing;

H) that deafness or hearing loss alone does not necessarily preclude normal academic development, cognitive development, or communication ability;

I) differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience;

J) the effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing; and

K) the structure and function of auditory systems, audiological assessments, and auditory interventions, including but not limited to hearing aids, cochlear implants, assistive technology, and auditory training.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

2) Performance – The competent teacher of students who are deaf or hard of hearing develops a descriptive profile of a student who is deaf or hard of hearing.

c) Assessment, Diagnosis, and Evaluation – The competent teacher of students who are deaf or hard of hearing understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

A) specialized terminology used in assessment of children who are deaf or hard of hearing;

B) the components of an adequate evaluation for eligibility, placement, and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing;

C) the legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing; and

D) the special policies regarding referral and placement procedures (i.e., Federal Policy Guidance, October 30, 1993) for students who are deaf or hard of hearing.

2) Performance – The competent teacher of students who are deaf or hard of hearing:

A) administers appropriate assessment tools using the natural/native/preferred language of the student who is deaf or hard of hearing;

B) gathers and analyzes communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts; and

C) uses exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST) appropriate for students who are deaf or hard of hearing.
d) Instructional Content and Practice – The competent teacher of students who are deaf or hard of hearing understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

A) sources of specialized materials for students who are deaf or hard of hearing;

B) components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use;

C) the procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies;

D) information related to American Sign Language (ASL) and existing communication modes or philosophies (consistent with program philosophy);

E) current theories of how language (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing;

F) subject matter and practice used in general education across content areas;

G) ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy;

H) techniques of stimulation and use of residual hearing, based upon interpretation of audiological evaluation, in students who are deaf or hard of hearing;

I) research-supported instructional strategies and practices for teaching students who are deaf or hard of hearing;
J) techniques/methods to develop speech skills for children who are deaf or hard of hearing; and

K) techniques/methods to address the unique needs of children who are deaf or hard of hearing and have additional needs (e.g., behavioral concerns, autism) or disabilities (e.g., cognitive delay, autism).

2) Performance – the competent teacher of students who are deaf or hard of hearing:

A) demonstrates proficiency in the languages used for instructing students who are deaf or hard of hearing;

B) demonstrates the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing;

C) selects, designs, produces, and utilizes media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral);

D) infuses speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing;

E) modifies the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, and availability of support services and appropriate technologies);

F) facilitates independent communication behavior in children who are deaf or hard of hearing;

G) applies first and second language teaching strategies (i.e., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy;
H) demonstrates the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing; and

I) designs and implements appropriate strategies and activities to maximize literacy skills in children who are deaf or hard of hearing.

e) Planning and Managing the Teaching and Learning Environment – The competent teacher of students who are deaf or hard of hearing uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

A) deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing; and

B) model programs, including career-vocational and transition that have been effective for students with hearing losses.

2) Performance – The competent teacher of students who are deaf or hard of hearing:

A) manages assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments;

B) selects, adapts, and implements classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including a primarily visual deaf culture where appropriate;

C) designs a classroom environment that maximizes opportunities for visually oriented and/or auditory learning in students who are deaf or hard of hearing; and
D) plans and implements instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs.

f) Managing Student Social Interaction Skills – The competent teacher of students who are deaf or hard of hearing understands processes and opportunities for interaction and prepares students to interact in a variety of communication situations.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

   A) processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing; and

   B) opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, State, and national levels.

2) Performance – The competent teacher of students who are deaf or hard of hearing teaches students who are deaf or hard of hearing to use interpreters appropriately in social situations.

g) Communication and Collaborative Partnerships – The competent teacher of students who are deaf or hard of hearing uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

   A) available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children;

   B) the roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers);
C) the effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing; and

D) services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.

2) Performance – The competent teacher of students who are deaf or hard of hearing:

A) teaches students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers);

B) facilitates communication between the child who is deaf or hard of hearing and his or her family and/or other caregivers; and

C) facilitates coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student who is deaf or hard of hearing and his or her primary caregivers.

h) Professionalism and Ethical Practices – The competent teacher of students who are deaf or hard of hearing understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

1) Knowledge – The competent teacher of students who are deaf or hard of hearing understands:

A) the process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared; and

B) consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing.

2) Performance – The competent teacher of students who are deaf or hard of hearing:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) seeks interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy;

B) demonstrates the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level;

C) provides families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing; and

D) participates in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing.

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

Section 28.230 Standards for the Speech-Language Pathologist

Beginning January 1, 2002, an individual who completes an approved program and elects to receive the speech-language pathologist's endorsement on a professional educator license endorsed for school support personnel (non-teaching) certificate rather than for on a teaching field certificate shall be subject to the standards set forth in this Section but not to those set forth in Section 28.100 of this Part or to those set forth at 23 Ill. Adm. Code 24.100 or 24.130, as applicable. Beginning July 31, 2002, a teacher preparation program or course of study leading to a school support personnel endorsement for as a special preschool-age 21 Speech-Language Pathologist (either on a professional educator license the special preschool-age 21 certificate or on both an elementary and a secondary certificate) shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of either of these credentials (i.e., non-teaching or teaching speech-language pathologist) shall be based upon these standards. Each speech-language pathologist shall hold a master's degree.

a) Content Knowledge – The competent speech-language pathologist understands the philosophical, historical, and legal foundations of speech-language pathology and is able to incorporate this knowledge within the context of the educational system.

1) Knowledge – The competent speech-language pathologist understands:

A) various types of communication disorders, their classifications, and their manifestations;
B) anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function;

C) linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing;

D) physical and psychophysical bases and processes of the production and perception of speech, language, and hearing;

E) the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders; and

F) the relationship of knowledge within the discipline to education and life/career applications.

2) Performance – The competent speech-language pathologist:

A) provides screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of:

i) speech, including articulation, fluency, and voice;

ii) language, including phonology, morphology, syntax, semantics, and pragmatics, and disorders of receptive and expressive communication in oral, written, graphic, and manual modalities;

iii) oral and pharyngeal functions, including disorders of swallowing and feeding;

iv) cognitive aspects of communication; and

v) social aspects of communication;

B) uses research results to determine effective diagnostic and treatment procedures; and

C) measures outcomes of treatment and conducts continuing evaluation of the efficacy of practices and programs to maintain and improve quality of services.
b) Human Development and Learning – The competent speech-language pathologist understands the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.

1) Knowledge – The competent speech-language pathologist understands:

   A) child and adolescent growth and development and the ranges of individual variation; and

   B) that learning is influenced by students' physical, social, emotional, ethical, and cognitive development.

2) Performance – The competent speech-language pathologist:

   A) considers student development factors when interpreting evaluative data and designing interventions; and

   B) introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.

c) Diversity – The competent speech-language pathologist understands and is tolerant of individual differences and provides services that demonstrate sensitivity to these differences.

1) Knowledge – The competent speech-language pathologist understands:

   A) differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition;

   B) the process of second language acquisition and strategies to support student learning; and

   C) areas of exceptionality in learning as defined in the federal and State statutes and regulations (i.e., Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Individuals with Disabilities Education Act (20 USC 1400), Americans with Disabilities Act of 1990 (42 USC 12101), the School Code [105]
NOTICE OF PROPOSED AMENDMENTS

[ILCS 5] [105 ILCS 5/1-1], and State rules governing Special Education (23 Ill. Adm. Code 226)) and the impact these have on students, families and school programs.

2) Performance – The competent speech-language pathologist:

   A) provides services that demonstrate multicultural sensitivity to students and families;

   B) designs assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs; and

   C) considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention.

d) Planning and Intervention – The competent speech-language pathologist uses an understanding of assessment and intervention to create plans for the prevention and habilitation of communication disorders.

1) Knowledge – The competent speech-language pathologist understands:

   A) strategies and activities designed to prevent communication disorders;

   B) principles and techniques of various interventions utilized in the management and treatment of communication disorders; and

   C) evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice for Speech-Language Pathology" (2007) published by the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, Maryland 20850 and posted at http://www.asha.org/policy/SP2007-00283/. No later amendments to or editions of this document are incorporated by this rule.

2) Performance – The competent speech-language pathologist:

   A) plans activities for the prevention of communication disorders;
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

B) uses and interprets assessment data in making appropriate intervention decisions;

C) contributes to the development of a comprehensive, longitudinal individualized program for each student;

D) creates goals and benchmarks or short-term objectives to enable students to meet expectations for learning;

E) creates and adapts effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs;

F) interprets and uses assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions; and

G) accesses and employs a wide range of information and technology to enhance student learning.

e) Learning Environment – The competent speech-language pathologist uses an understanding of learning approaches to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent speech-language pathologist understands:

A) how school systems are organized and how they operate in relation to general and special education; and

B) how individuals differ in their approaches to learning and how to create opportunities adapted to diverse learners.

2) Performance – The competent speech-language pathologist:

A) maximizes the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individualized communication goals; and
B) uses strategies that encourage students to assume responsibility, participate in decision-making, work independently, and collaborate in learning activities.

f) Service Delivery – The competent speech-language pathologist understands a continuum of services and service delivery options and provides services based upon the needs of individual students.

1) Knowledge – The competent speech-language pathologist understands and is familiar with a continuum of services and service delivery options.

2) Performance – The competent speech-language pathologist:

   A) assists in determining the least restrictive environment to provide services based upon the needs of individual students;

   B) selects and uses instructional content, materials, resources, and strategies based upon age, ability, cultural, linguistic, and gender differences of the student;

   C) monitors and adjusts strategies in response to student feedback and ongoing performance data; and

   D) teaches students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual needs.

 g) Communication – The competent speech-language pathologist uses knowledge of effective written, verbal, nonverbal, and visual communication technique to effectively communicate with his or her audience.

1) Knowledge – The competent speech-language pathologist understands:

   A) and is familiar with the components and terminology of professional report writing; and

   B) the importance of audience and purpose when selecting ways to communicate.
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

2) Performance – The competent speech-language pathologist:

A) uses a variety of communication modes to effectively communicate with a diverse student population, parents, and other professionals;

B) speaks and writes effectively using language appropriate to the situation and the audience; and

C) practices effective listening and provides students with constructive feedback.

h) Assessment and Evaluation – The competent speech-language pathologist understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent speech-language pathologist understands:

A) procedures, techniques and instrumentation used to evaluate communication disorders;

B) various formal and informal assessment and evaluation theories, techniques, and strategies; and

C) evaluation procedures that do not pertain specifically to speech disorders or language disorders and are within the American Speech-Language-Hearing Association's "Scope of Practice for Speech-Language Pathology".

2) Performance – The competent speech-language pathologist:

A) uses a variety of appropriate formal and informal assessment tools and procedures;

B) uses nondiscriminatory evaluation procedures in order to obtain a valid understanding of how a student is functioning and what the student is capable of accomplishing; and

C) maintains useful and accurate records and communicates information, such as legal rights and evaluation results,
knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.

i) Collaborative Relationships – The competent speech-language pathologist understands collaborative relationships and fosters collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

1) Knowledge – The competent speech-language pathologist understands:

A) the collaborative process; and

B) the benefits, barriers, and techniques involved in collaboration.

2) Performance – The competent speech-language pathologist:

A) works with colleagues and parents to develop and maintain a positive learning environment; and

B) facilitates collaborative relationships between general and special education.

j) Professional Growth and Self-Evaluation – The competent speech-language pathologist continually evaluates how choices and actions affect students, parents, and other professionals and actively seeks opportunities to grow professionally.

1) Knowledge – The competent speech-language pathologist understands:

A) that self-evaluation is an integral part of professional growth and improvement;

B) the necessity of continuing education for professional development; and

C) is familiar with resources available for professional development.

2) Performance – The competent speech-language pathologist:

A) identifies and engages in appropriate continuing education opportunities to support personal development as a learner and educator;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

B) actively seeks out, participates in, and shares relevant instructional materials and ideas with colleagues; and

C) engages in self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.

k) Professional Conduct and Ethics – The competent speech-language pathologist understands and abides by applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.

1) Knowledge – The competent speech-language pathologist understands:

A) professional associations' codes of conduct and ethical practice guidelines;

B) federal and State laws and regulations as they pertain to professional practice;

C) parameters of the profession's scope of practice; and

D) school policies and procedures.

2) Performance – The competent speech-language pathologist:

A) follows codes of professional conduct and ethical practice guidelines of the profession;

B) abides by federal and State laws and regulations as they pertain to professional practice;

C) follows the profession's scope of practice;

D) follows school policies and procedures; and

E) promotes and maintains a high level of competence in the practice of the profession.

l) Facilitation and Advocacy – The competent speech-language pathologist understands his or her advocacy role and assists individuals in accessing educational resources and services.
1) Knowledge – The competent speech-language pathologist understands:
A) the educator's advocacy role;
B) programs and services available in the school environment; and
C) how to access and make appropriate referrals for services provided by district, community, and State resources.

2) Performance – The competent speech-language pathologist:
A) identifies areas of need and makes referrals as appropriate;
B) assists parents/students in accessing community and school resources and services;
C) provides consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting; and
D) advocates for appropriate student services and supports as needed.

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

Section 28.240 Standards for the Early Childhood Special Education Teacher

Beginning July 31, 2002, a teacher preparation program or course of study leading to endorsement as an Early Childhood Special Education Teacher (on the professional educator license endorsed for early childhood early childhood certificate) shall be approved only if it includes content that will enable candidates to meet the standards set forth in this Section. Beginning January 1, 2003, the examination required for issuance of this credential shall be based upon these standards.

a) Content Knowledge – The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children and creates and provides integrated experiences that develop each child's competence across curriculum areas.

1) Knowledge – The competent ECSE teacher understands:
A) major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research;

B) how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development;

C) the central concepts and tools of inquiry in academic content areas, including language and literacy, mathematics, science, social studies, art, music, drama, and movement;

D) developmental curriculum areas, including social, emotional, cognitive, language, and physical development;

E) functional/adaptive curriculum areas, including health, safety, nutrition, and life skills; and

F) the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.

2) Performance – The competent ECSE teacher:

A) develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences;

B) evaluates teaching resources and curriculum materials in academic, developmental, and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes;

C) matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes;
promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities; and

organizes content and experiences to support children's understanding and learning, and engages children in generating and examining their own emerging knowledge.

b) Human Development and Learning – The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three.

1) Knowledge – The competent ECSE teacher understands:

A) different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development;

B) the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains;

C) the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience;

D) the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

E) how children's physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes;

F) how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions; and

G) the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2) Performance – The competent ECSE teacher:

A) applies theories of typical and atypical child development to instructional situations in school, community, and home environments;

B) applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains;

C) applies knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills;

D) outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences;

E) incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs;

F) supports and facilitates family/child interactions and environments as primary contexts for learning and development; and

G) accesses information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.
c) Diversity – The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices.

1) Knowledge – The competent ECSE teacher understands:

   A) the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning;

   B) the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning;

   C) the significance of familial, cultural, and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community;

   D) the process of second language acquisition and strategies to support the learning of children whose first language is not English; and

   E) normal individual variation in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and how these differences interact with individual differences related to disabilities and other individual differences such as culture and language.

2) Performance – The competent ECSE teacher:

   A) develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability;
B) makes appropriate modifications in circumstances of work, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences; and

C) seeks information about and incorporates knowledge of children's experiences, cultures, and community resources into teaching, using a well-grounded framework to guide understanding and practice.

d) Planning for Instruction – The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their children.

1) Knowledge – The competent ECSE teacher understands:

A) the Illinois Learning Standards, as well as the standards set forth at 23 Ill. Adm. Code 235.Appendix A and 235.Appendix B, and their relation to the content and structure of academic, developmental, and functional/adaptive curriculum in early childhood education, birth through grade three;

B) the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs);

C) short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability;

D) the array of school, community, and home settings available to young children with disabilities and criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum;
E) a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities;

F) the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions;

G) the appropriate use of technology with young children, including assistive technology for use with children with disabilities;

H) when and how to adjust plans based on children's responses to instruction; and

I) how to use various technological tools to access and manage information.

2) Performance – The competent ECSE teacher:

A) develops and implements short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas, based on knowledge of individual children, the family, and the community;

B) sets goals for children's learning and outlines the scope and sequence of content and education to achieve those goals at the group and individual levels, consistent with the scope and sequence of academic, developmental, and functional/adaptive early childhood curriculum, birth through grade three;

C) develops an IFSP or IEP in partnership with family members and other professionals, incorporating both child and family needs, priorities, and preferences;

D) evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as
NOTICE OF PROPOSED AMENDMENTS

variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities;

E) develops a range of approaches for presenting concepts in order to promote children's understanding of diverse perspectives;

F) embeds multiple opportunities for addressing IEP and IFSP goals and outcomes into the daily routines and planned instructional activities of school, community, and home environments;

G) makes specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities;

H) incorporates information and strategies from multiple disciplines and content areas into the design of intervention strategies;

I) outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings;

J) integrates benchmarks and other outcomes into daily activities and routines across multiple developmental and learning environments, and uses strategies to facilitate maintenance and generalization of skills across learning and developmental environments;

K) designs plans that integrate technology, including adaptive and assistive technology, into educational settings;

L) plans for and links current developmental and learning experiences and teaching strategies with those of the next educational setting, current life experiences, and future life and work experiences;

M) selects instructional practices that are pedagogically sound and legally defensible, choosing alternative strategies and materials to achieve different educational purposes and meet different children's needs;

N) enables the full engagement of children with disabilities in learning opportunities planned for all children by using strategies that
match children's abilities with outcomes based on the scope and sequence of early childhood academic, developmental, and functional/adaptive curriculum areas;

O) develops learning opportunities, birth through grade three, that foster understanding of curriculum content and processes that are the foundation of the general education curriculum (e.g., literacy, numeracy, science); and

P) integrates literacy and numeracy experiences throughout intervention plans, and develops learning opportunities designed to foster particular literacy and numeracy outcomes, to promote children's abilities as they apply, interpret, and construct new understandings and skills.

e) Learning Environment – The competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem.

1) Knowledge – The competent ECSE teacher understands:

A) how to help children work cooperatively and productively in groups, using knowledge of how individuals influence groups and how groups function in society;

B) factors that influence motivation and engagement, including teacher attitudes and behaviors as well as child factors, such as temperament, mental health, and disability, and knows a variety of approaches for helping children become self-motivated;

C) aspects of the physical setting, schedule, routines, and transitions that promote children's development and learning;

D) approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents;

E) a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals; and
2) Performance – The competent ECSE teacher:

A) selects, develops, adapts, and evaluates developmentally and functionally appropriate materials, equipment, and spatial arrangements that facilitate developmental and learning goals in young children, including those with disabilities;

B) uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem;

C) selects and implements methods of behavior support and management appropriate for young children, including a range of strategies from less directive, less structured methods to more directive, more structured methods;

D) establishes and maintains stimulus-rich indoor and outdoor environments that are physically and psychologically safe, healthy, and productive, including environmental and technological adaptations for children with disabilities;

E) teaches social skills needed for participating in educational and functional living environments of the school, community, and home;

F) organizes and oversees the activities of paraprofessionals, volunteers, and other professionals who are a part of the educational environment, including individuals providing various therapies to young children with disabilities; and

G) monitors individual and group learning activities for factors related to engagement and achievement motivation.

f) Instructional Delivery – The competent ECSE teacher employs a variety of group and instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental
domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes.

1) Knowledge – The competent ECSE teacher understands:
   A) the cognitive processes associated with various kinds of learning and how these processes can be stimulated; and
   B) principles and techniques associated with various teaching strategies, including their advantages and limitations for achieving different purposes.

2) Performance – The competent ECSE teacher:
   A) implements developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, family-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;
   B) manages space, time, materials, peers, and adults to maximize children's progress in a variety of group, community, and home settings, and monitors and adjusts strategies in response to children's engagement and learning;
   C) incorporates knowledge and strategies contributed by professionals from the disciplines (e.g., occupational therapy) into instructional delivery;
   D) demonstrates appropriate use of a variety of technologies, including adaptive and assistive technologies, to enhance children's development and learning;
   E) assumes instructional roles of instructor, facilitator, coach, or audience in relation to the context, content, purposes of the instructional setting, needs and interests of children, and priorities and concerns of families with respect to their children's development;
F) monitors achievement of IEP and IFSP goals and outcomes within daily routines and planned instructional activities within school, community, and home environments and modifies instructional plans as needed;

G) implements basic health, nutrition, and safety management practices for young children and practices regarding childhood illness and communicable diseases, including specific procedures for infants and toddlers;

H) implements nutrition and feeding strategies for children with disabilities and special health care needs; and

I) implements aspects of medical care appropriate to the instructional setting, including methods for maintaining technology-dependent young children.

g) Communication – The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.

1) Knowledge – The competent ECSE teacher understands:

A) the interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children;

B) communication theory, language development, and the role of language in learning;

C) the social, intellectual, and political implications of language use and how they influence meaning; and

D) ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.

2) Performance – The competent ECSE teacher:
A) models accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults;

B) employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback;

C) selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability;

D) creates opportunities for all children to use effective written, verbal, nonverbal, and visual communication;

E) establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem-solving, and conflict resolution; and

F) establishes effective lines of communication with other professionals in the school and in community agencies concerned with children and families.

h) Assessment – The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families.

1) Knowledge – The competent ECSE teacher understands:

A) typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to screening, pre-referral, referral, classification, and instructional planning and progress evaluation;

B) informal instruments and approaches for making placement and instructional decisions with respect to young children with
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

disabilities, including those from culturally and/or linguistically diverse backgrounds; and

C) measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring, including their applicability in evaluating assessments as applied to young children.

2) Performance – The competent ECSE teacher:

A) gathers background information regarding medical, developmental, educational, and family history;

B) assesses children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development, as well as curriculum-related learning, as appropriate;

C) uses a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches;

D) bases instructional decisions on a variety of culturally unbiased assessment instruments and procedures;

E) selects, adapts, constructs and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards;

F) evaluates the supports needed by children with a variety of disabilities and characteristics for inclusion within various program placements;

G) develops and uses authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment;

H) adapts assessment for children with specific sensory and motor disabilities;

I) develops and uses formative and summative program evaluation to reflect on and modify individual and group instruction;
J) involves family members as active participants in the assessment process;

K) participates and collaborates with other professionals as a team member in conducting assessments that respond to and respect families' priorities, concerns, and characteristics;

L) communicates assessment results and integrates assessment results from others in the development and implementation of an IEP or IFSP; and

M) monitors, summarizes, and evaluates the attainment of child and family outcomes as outlined on the IEP or IFSP, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.

i) Collaborative Relationships – The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families.

1) Knowledge – The competent ECSE teacher understands:

A) early childhood settings and other agencies related to young children and families as organizations within the larger community context;

B) situated learning and the need for collaboration with families, business organizations, and other interested citizen groups;

C) the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies;

D) the array of community resources, including when and how to access appropriate early childhood settings and community resources to assist children and families;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

E) various models of consultation and their application in school, community, and home settings;

F) family systems theory and the dynamics, roles, and relationships within families;

G) differences in family structures and in family beliefs and practices related to social and cultural backgrounds;

H) the typical concerns of families of children with exceptional needs and appropriate strategies for collaborating with families in addressing these concerns;

I) the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program; and

J) structures supporting interagency collaboration, including interagency agreements, referrals, and consultation.

2) Performance – The competent ECSE teacher:

A) establishes and maintains positive, collaborative relationships with families and with other professionals in school and community settings to support children's development, learning, and well-being;

B) conducts collaborative conferences with families to identify their priorities, concerns, and resources with respect to their children's development and learning;

C) links families with a range of family-oriented services based on identified priorities, resources, and concerns;

D) respects families' choices and goals for their children and communicates effectively with families about curriculum and children's progress;

E) involves families in assessing and planning for individual children, including children with disabilities;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F) implements a range of family-oriented services based on family-identified resources, priorities, and concerns;

G) supports families in making decisions related to their children's development and learning;

H) communicates options for programs and services and assists families in planning for transition;

I) collaborates with school and community personnel and with families to include children with disabilities in various instructional environments in the school and community;

J) provides supervision, consultation and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation;

K) fulfills functions of teams as determined by mandates and service delivery needs of children and families;

L) engages in a variety of roles and interaction strategies to achieve effective functioning among members of the instructional team, including teaching assistants, therapists, family members, community child care teachers, and volunteers;

M) identifies, evaluates, and designs processes and strategies that support transition between hospital, infant/toddler, preprimary, and primary programs; and

N) collaborates with families and other professionals to evaluate services to young children with disabilities and their families.

Reflection and Professional Growth – The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge – The competent ECSE teacher understands:
A) that reflection is an integral part of professional growth and improvement;

B) methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice; and

C) major areas of research on the learning process and resources that are available for professional development.

2) Performance – The competent ECSE teacher:

A) articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development;

B) uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice;

C) collaborates with other professionals and families as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback;

D) participates actively in professional organizations and engages in professional dialogue to support his/her own development; and

E) reads and critically applies research and recommended practices.

k) Professional Conduct – The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.

1) Knowledge – The competent ECSE teacher understands:

A) trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy,
and program practices related to young children and the early childhood profession;

B) the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice;

C) the basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including their role in the community;

D) federal, State, and local social policies and procedures applicable to and influential in school programs;

E) assurances and due process rights and procedures related to assessment, eligibility, and placement, including rights and responsibilities of families, students, teachers and other professionals, and early childhood settings as they relate to individual learning needs; and

F) cultural biases and differences that affect teaching.

2) Performance – The competent ECSE teacher:

A) uses appropriate health appraisal procedures and recommends referral to appropriate community health and social service organizations;

B) recognizes signs of emotional distress, child abuse, and neglect in young children and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities;

C) implements family services consistent with due process safeguards;

D) articulates the historical, philosophical, and legal basis of services for young children both with and without disabilities and other special needs;

E) identifies ethical and policy issues related to educational, social, and medical services for young children and their families;
F) identifies legislation that affects children, families, and programs for children;

G) follows policy and procedures of school or agency, respecting boundaries of families;

H) serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators;

I) initiates and develops new projects and programs to support the development and learning of young children;

J) participates in the life of the school or agency through activities such as policy development, curriculum development, staff development, and family support;

K) contributes knowledge and expertise about teaching and learning to the profession;

L) articulates a personal philosophy of early childhood special education, including its relationship with general and special education;

M) conducts instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, State, and federal law, rules and regulations, and policies and procedures;

N) serves as a model for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language;

O) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;

P) demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals; and
Q) practices within the codes of ethics, standards and policies of the education profession and of professional organizations.

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

Section 28.300 Standards for the Learning Behavior Specialist II (LBS II)

The "Learning Behavior Specialist II" ("LBS II") is an optional, advanced credential that shall be available beginning January 1, 2003, to holders of professional educator licenses standard or master certificates endorsed in any of the areas addressed by Sections 28.200 through 28.230 of this Part. To qualify as an LBS II, an individual shall be required to meet the standards for one or more of the areas of specialization delineated in Sections 28.310 through 28.370 of this Part by completing an approved program.

a) Beginning July 31, 2002, a teacher preparation program or course of study leading to the issuance of a credential in any of these areas shall be approved only if the content of that program or course of study includes material that will enable candidates to meet the applicable standards set forth in Sections 28.310 through 28.370 of this Part.

b) Some Learning Behavior Specialist II endorsements relate to meeting the needs of students with specified disabilities. However, no such endorsement of this type shall prohibit a licensee certificate holder from providing services to students outside the area of specialization encompassed by that endorsement.

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

Section 28.310 Standards for the LBS II/Transition Specialist

a) Foundations – The competent transition specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent transition specialist understands:

A) theoretical and applied models of transition;

B) transition-related legislation in the fields of special and career and technical vocational education, rehabilitation, labor, and civil rights;
C) the roles of federal, State, and local legislation and implications for providing transition services at the local level;

D) history of national transition initiatives; and

E) research on student outcomes and effective transition practices.

2) Performance – The competent transition specialist meets the performance standards set forth in Section 28.100(a)(2) of this Part.

b) Characteristics of Learners – The competent transition specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).

1) Knowledge – The competent transition specialist understands:

A) implications of student characteristics with respect to post-school outcomes, environments, and support needs; and

B) school and post-school services available to specific populations of individuals with disabilities.

2) Performance – The competent transition specialist meets the performance standards set forth in Section 28.100(b)(2) of this Part.

c) Assessment – The competent transition specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent transition specialist understands:

A) formal and informal career and vocational assessment approaches; and

B) formal and informal approaches for identifying students’ interests and preferences related to post-school goals and educational experiences.

2) Performance – The competent transition specialist:
Planning for Instruction – The competent transition specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

1) Knowledge – The competent transition specialist understands:

A) job-seeking and job retention skills identified by employers as essential for successful employment;

B) career and technical education methods and curricula;

C) the range of post-school options within specific outcome areas; and

D) transition planning strategies that facilitate information collection and input from appropriate participants.

2) Performance – The competent transition specialist:

A) identifies a variety of outcomes and instructional options specific to the community for each post-school outcome area;
B) assists teachers to identify, in conjunction with the student, appropriate educational program planning team members;

C) evaluates students' educational programs with respect to measurable post-school goals and alignment of those goals with instructional activities;

D) monitors student, family, and agency participation in transition planning and implementation; and

E) demonstrates procedures to ensure the inclusion of specific transition-related goals in the educational program plan.

e) Learning Environment – The competent transition specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent transition specialist understands:

A) methods for providing work-based and other community-based education for individuals with disabilities; and

B) methods for linking appropriate academic content to transition-related goals.

2) Performance – The competent transition specialist:

A) identifies and facilitates appropriate modifications within work, residential, career and technical vocational training, and other community environments;

B) assesses and develops natural support systems to facilitate transition to specific post-school environments; and

C) develops residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.

f) Collaborative Relationships – The competent transition specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active
inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, paraprofessionals, and students.

1) Knowledge – The competent transition specialist understands:

A) methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development;

B) procedures and requirements for referring students to community service agencies;

C) methods for increasing collaborative transition service delivery through interagency agreements and collaborative funding; and

D) strategies for involving individuals with disabilities in all levels of collaborative transition program planning and evaluation.

2) Performance – The competent transition specialist:

A) systematically identifies family service needs related to transition outcomes and assists families to connect with support networks;

B) involves individuals with disabilities, families, and community agencies in establishing transition-related policy;

C) assesses and uses student support systems to facilitate the post-school transition of individuals with disabilities;

D) provides transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders;

E) collaborates with and participates in transition-focused interagency coordinating bodies;

F) develops coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

G) uses strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with disabilities; and

H) identifies future post-school service needs using transition planning documents in conjunction with relevant agencies.

g) Professionalism and Ethical Practices – The competent transition specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

1) Knowledge – The competent transition specialist understands:

   A) the scope and role of a transition specialist; and

   B) the scope and role of agency personnel related to transition-focused education and services.

2) Performance – The competent transition specialist demonstrates positive regard for the capacity and operating constraints of community organizations involved in transition-focused education services.

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

Section 28.320 Standards for the LBS II/Technology Specialist

a) Foundations – The competent technology specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent technology specialist understands:

   A) concepts and issues related to the use of technology in education and other aspects of our society; and

   B) issues in diversity and assistive technology.

2) Performance – The competent technology specialist:

   A) articulates a personal philosophy and goals for using technology in special education;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

B) uses technology-related terminology appropriately in written and oral communication; and

C) describes legislative mandates and governmental regulations and their implications for technology in special education.

b) Characteristics of Learners – The competent technology specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).

1) Knowledge – The competent technology specialist understands the impact of technology at all stages of development on individuals with exceptional learning needs.

2) Performance – The competent technology specialist:

A) matches characteristics of individuals with exceptional learning needs with technology product or software features; and

B) identifies the demands placed on the user by computers, software, and related technology materials.

c) Assessment – The competent technology specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent technology specialist understands the use of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.

2) Performance – The competent technology specialist:

A) uses technology to collect, analyze, summarize, and report student performance data to aid instructional decision-making;

B) identifies functional needs, screens for functional limitations, and determines if the need for a comprehensive assistive or instructional technology evaluation exists;
C) monitors outcomes of technology-based interventions and re-evaluates and adjusts the system as needed;

D) assists individuals with disabilities in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results;

E) works with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments;

F) identifies placement of devices and positioning of the individual to optimize the use of assistive or instructional technology;

G) examines alternative solutions and trial periods with potential assistive or instructional technologies prior to making a purchase decision; and

H) makes technology decisions based on a continuum of options ranging from no technology to high technology.

d) Planning for Instruction – The competent technology specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

1) Knowledge – The competent technology specialist understands procedures for evaluating computer software and other technology materials for their potential application in special education.

2) Performance – The competent technology specialist:

A) identifies elements of the curriculum for which technology applications are appropriate and ways they can be implemented;

B) identifies and operates software that meets educational objectives for individuals with disabilities' learning needs in a variety of educational environments;
C) identifies and operates instructional and assistive hardware, software, and peripherals;

D) designs, fabricates, and installs assistive technology materials and devices to meet the needs of individuals with disabilities;

E) provides consistent structured training, according to individuals with disabilities' needs to operate instructional and adaptive equipment and software, until mastery is achieved;

F) verifies proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with disabilities;

G) instructs others in the operation, maintenance, and warranties of the technology and trouble-shooting techniques that may be needed;

H) uses communication technologies to access information and resources electronically; and

I) develops and implements contingency plans in the event that assistive or instructional technology devices fail.

e) Learning Environment – The competent technology specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent technology specialist understands:

A) funding sources and processes for the acquisition of assistive technology devices and services;

B) national and State prekindergarten through grade 12 technology standards;

C) procedures for the organization, management, and security of technology; and

D) ergonomic principles to facilitate the use of technology.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

2) Performance – The competent technology specialist:

A) evaluates features of technology systems;

B) develops clear specifications and/or drawings necessary for technology acquisitions;

C) writes proposals to obtain funds for technology hardware and software; and

D) provides technology support to students who are receiving instruction in general education classrooms.

f) Collaborative Relationships – The competent technology specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

1) Knowledge – The competent technology specialist understands:

A) the importance of collaboration with teachers, administrators, school support personnel, pupil personnel services personnel, parents, and others in a culturally responsive program; and

B) when to refer individuals with disabilities' needs to another professional regarding technology.

2) Performance – The competent technology specialist:

A) conducts inservice training in applications of technology in special education;

B) refers team members and families to assistive and instructional technology resources; and

C) collaborates with other team members in planning and implementing the use of assistive and adaptive devices.
g) Professionalism and Ethical Practices – The competent technology specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

1) Knowledge – The competent technology specialist understands equity, ethical, legal, and human issues related to technology in special education.

2) Performance – The competent technology specialist:

   A) maintains ongoing professional development to acquire knowledge and skills about new developments in technology;

   B) adheres to copyright laws about duplication and distribution of software and other copyrighted technology materials; and

   C) advocates for assistive or instructional technology on individual and system change levels.

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

Section 28.330 Standards for the LBS II/Bilingual Special Education Specialist

a) Foundations – The competent bilingual special education specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent bilingual special education specialist understands:

   A) cross-cultural patterns, practices or attitudes, and their effect on cognitive, affective, behavioral, and motivational development;

   B) current theories and practices of bilingual education, bilingual special education, and English as a second language (ESL); and

   C) legislation, litigation, funding, and current research relative to special education services for linguistically and culturally diverse (LCD) students.

2) Performance – The competent bilingual special education specialist:
A) understands and speaks proficiently in the primary language spoken by students and parents (i.e., home language) and in English;

B) reads, comprehends, and writes proficiently in the home language and in English;

C) facilitates the development of cross-cultural competencies in students;

D) incorporates contributions and content material from diverse cultural groups into educational programming; and

E) articulates a rationale for bilingual special education and for use of ESL strategies in special education.

b) Characteristics of Learners – The competent bilingual special education specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).

1) Knowledge – The competent bilingual special education specialist understands theories of first and second language acquisition.

2) Performance – The competent bilingual special education specialist:

   A) identifies structural differences between the student's first and second languages and the interaction between the two languages; and

   B) effectively discriminates between characteristics of a language disorder and English acquisition processes.

c) Assessment – The competent bilingual special education specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent bilingual special education specialist:
A) can analyze the student's receptive and expressive languages at the phonological, syntactical, morphological, semantic, and pragmatic levels in the home language and in English (English only for ESL); and

B) understands assessment procedures and instruments, both standardized and authentic, to evaluate LCD students' language proficiency, language dominance, language development, and achievement.

2) Performance – The competent bilingual special education specialist:

A) recognizes potential linguistic and cultural biases of standardized and authentic assessments and adapts procedures for LCD students;

B) assesses in both the home language and English and is able to interpret results, including implications for instruction (English only for ESL); and

C) designs and implements formative and summative evaluations relative to educational interventions and programming for LCD students with disabilities.

d) Planning for Instruction – The competent bilingual special education specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

1) Knowledge – The competent bilingual special education specialist:

A) knows sources for materials appropriate for LCD students with disabilities; and

B) knows theories and practices of transition from the home language to English in literacy instruction.

2) Performance – The competent bilingual special education specialist develops instructional goals based on the identified levels of language
proficiency in the home language and English acquisition for students with
disabilities.

e) Learning Environment – The competent bilingual special education specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

   1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(e)(1) of this Part.

   2) Performance – The competent bilingual special education specialist creates a learning environment that fosters successful social and academic experiences through knowledge related to the English acquisition and acculturation processes.

f) Instructional Delivery – The competent bilingual special education specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).

   1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(f)(1) of this Part.

   2) The competent bilingual special education specialist:

      A) utilizes assessment and other relevant data to adapt instructional programs appropriate for bilingual, non-English and limited-English proficient students with disabilities;

      B) evaluates the effectiveness of instructional strategies and methods and modifies them to meet the unique linguistic and academic needs of LCD students with disabilities;

      C) uses bilingual paraprofessional educators paraeducators effectively for assistance in instruction and evaluation purposes;

      D) implements varied teaching techniques appropriate for LCD students (e.g., mediated learning, holistic approaches to literacy development, and natural language approach);
E) provides instruction in the home language and English to implement the IEP; and

F) provides instruction using ESL approaches.

g) Collaborative Relationships – The competent bilingual special education specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(g)(1) of this Part.

2) Performance – The competent bilingual special education specialist:

A) serves as a consultant to general educators who serve LCD students with disabilities;

B) facilitates communication among parents, guardians, child advocates and other educational personnel involved in the educational program of the LCD students;

C) contributes instructional recommendations as a member of IEP teams responsible for the design and implementation of the instructional program for LCD students with disabilities;

D) communicates with the parents concerning the educational needs of their children and facilitates active participation of the parents and guardians in the development of the IEP; and

E) translates content materials, instructions, letters, etc., to parents and community members into their primary language.

h) Professional Conduct and Leadership – The competent bilingual special education specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The competent bilingual special education specialist meets the standards set forth in Section 28.100(h) of this Part.
Reflection and Professional Growth – The competent bilingual special education specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent bilingual special education specialist meets the standards set forth in Section 28.100(i) of this Part.

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

Section 28.340 Standards for the LBS II/Deaf-Blind Specialist

Beginning January 1, 2003, an individual seeking this endorsement shall be required to pass an examination based on the standards set forth in this Section in addition to completing an approved program.

a) Foundations – The competent deaf-blind specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent deaf-blind specialist understands:

A) communication and language theories, approaches, and research that are applicable to teaching learners who are deaf-blind;

B) the history of the practices, people, and events that have had or currently do have an impact on the lives of people who are deaf-blind and their possible relevance to current educational practices;

C) specialized roles of educators and learners who are deaf-blind; and

D) clinical, functional, and legal definitions of deaf-blindness, blindness/visual impairment, and deafness/hearing loss.

2) Performance – The competent deaf-blind specialist accesses and evaluates current related research and practices in communication for their possible relevance in teaching the learner.

b) Characteristics of Learners – The competent deaf-blind specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.
1) Knowledge – The competent deaf-blind specialist understands:

A) the critical roles of vision and hearing in all learning;

B) the complex and unique effects of combined vision and hearing losses upon all learners who are deaf-blind;

C) the diversity within the population of learners who are deaf-blind;

D) the potential isolating effects of combined hearing and vision losses upon the learner who is deaf-blind;

E) the potential impact of the combined effects of hearing and vision losses upon the learner's opportunities for incidental learning;

F) the potential emotional implications of combined hearing and vision losses upon the learner who is deaf-blind;

G) the potential impact of the combined effects of hearing and vision losses upon the learner's personal relationships with others;

H) the potential and complex effects of additional disabilities upon learners who are deaf-blind;

I) the potential effects of the age of onset, degrees and/or progressions of hearing and vision losses upon learners who are deaf-blind;

J) the major etiologies of deaf-blindness and the possible implications of etiologies in teaching the learner who is deaf-blind;

K) the potential impact of the combined effects of vision and hearing losses upon the development of concrete and abstract concepts;

L) linguistic forms/modes of communication used by learners who are deaf-blind;

M) the structure and function of auditory and visual systems and how they interrelate in the learning process;
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

N) impairments in the structure and the function of the auditory and visual systems; and

O) the influence of vision and hearing in motor development.

2) Performance – The competent deaf-blind specialist uses definitions of deaf-blindness, blindness/visual impairment, and deafness/hearing impairment to access services, materials, and assistance for the learner.

c) Assessment – The competent deaf-blind specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

1) Knowledge – The competent deaf-blind specialist understands:

A) non-linguistic forms/modes used by learners who are deaf-blind;

B) informal and formal communication assessment procedures that are appropriate for learners who are deaf-blind;

C) functional and clinical assessments of vision and hearing; and

D) clinical assessments of vision and hearing that are used by learners who are deaf-blind.

2) Performance – The competent deaf-blind specialist:

A) assesses and adapts to learners' pace/timing of communication;

B) assesses how choice of color, textures, and patterns of clothing enhances or detracts from social interaction;

C) assesses non-linguistic forms of communication;

D) assesses and interprets behaviors as intentional or non-intentional;

E) assesses and interprets the meaning of the learner's use of objects;

F) assesses and interprets the meaning of the learner's intentional use of signals to communicate;
G) assesses and interprets the meaning of the learner's natural gestures to communicate;

H) assesses and responds to the communicative functions of positive and challenging behaviors/forms;

I) assesses contexts (physical environments, people, things, and events) in which the learner who is deaf-blind communicates;

J) assesses the communication opportunities and demands in specific contexts;

K) gathers and maintains descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, progress;

L) assesses activities for the learner's communications opportunities and implements appropriate strategies;

M) assesses how the learner processes auditory and visual information;

N) assesses situations and environments in which the learner can benefit from use of FM (frequency modulation) systems (based upon the recommendations of the audiologist and other team members);

O) assesses, describes, and explains the effects of vision and hearing losses upon the learner's movements;

P) assesses the proprioceptive and kinesthetic variables in the environment;

Q) assesses the visual variables in the environment that influence the learner's effective use of vision;

R) assesses variables within specific environments that influence the learner's use of hearing;

S) assesses the tactile variables within the environment;
T) assesses and explains educational implications of visual and auditory impairments upon the learner;

U) identifies, adapts, or develops strategies to assess the learner's functional use of vision and hearing; and

V) recommends the learner for additional visual and auditory evaluations/assessments when necessary.

d) Planning for Instruction – The competent deaf-blind specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

1) Knowledge – The competent deaf-blind specialist understands:

A) the development of communication partnerships between learners who are deaf-blind and others;

B) the possible communicative functions of behaviors of learners who are deaf-blind;

C) the development of vocabulary (content) in learners who are deaf-blind, based upon their forms and functions of communication;

D) the need for learners who are deaf-blind to have communication embedded/incorporated in all activities and settings;

E) assistive listening, low vision and vibro-tactile devices that enhance auditory and visual functioning;

F) technology to enhance orientation and mobility skills;

G) visual, auditory, tactile, and olfactory information in various environments that influence learning;

H) technological devices and appliances for independent living; and

I) visual, auditory, and tactile characteristics of materials needed by learners who are deaf-blind.
2) Performance – The competent deaf-blind specialist:

A) provides opportunities for the learner to develop basic concepts through participation in meaningful and motivating real-life experiences;

B) provides opportunities for the learner to actively explore and experience common objects that learners with vision and hearing learn about incidentally;

C) tactualy models for the learner the functional use of objects;

D) provides opportunities for the learner to understand and express abstract concepts;

E) creates opportunities for turn-taking;

F) provides objects for the learner to anticipate activities, adjust to change within activities, and to terminate activities;

G) selects, adapts, and/or creates tools and procedures appropriate for the communication assessment of a learner who is deaf-blind;

H) accesses resources for alternative and augmentative communications assessment and communication devices;

I) accesses sources of devices and appliances that will enhance the learner’s ability to live as independently as possible;

J) operates and maintains hearing aids, FM systems and vibro-tactile devices;

K) checks and maintains glasses, contact lenses, and low vision devices; and

L) teaches the learner to use appropriate optical aids.

e) Learning Environment – The competent deaf-blind specialist uses an understanding of individual and group motivation and behavior to create a
learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent deaf-blind specialist understands the development of the learner's personal identity and relationships to another person or a group.

2) Performance – The competent deaf-blind specialist:
   A) establishes a trusting relationship with the learner who is deaf-blind by providing nurturance and consistency in people, interactions, and routines;
   B) uses personalized visual, auditory, and tactile forms to identify the person who is initiating the interaction with the learner;
   C) provides opportunities for the learner to recognize himself/herself and others by name;
   D) makes appropriate adaptations to enhance the learner's auditory functioning in a variety of physical environments;
   E) uses contrasting tactile cues or adaptations to assist the learner in gaining information about the environment; and
   F) draws the attention of the learner to the sources of naturally occurring vibrations and smells in the environment.

f) Instructional Delivery – The competent deaf-blind specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).

1) Knowledge - The competent deaf-blind specialist understands:
   A) the development of body image in learners who are deaf-blind;
   B) the development of positive self-esteem in the learner who is deaf-blind;
C) visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is deaf-blind and others;

D) communication devices and technology that are appropriate for learners who are deaf-blind;

E) the development of literacy in learners who are deaf-blind;

F) the basic principles of orientation and mobility for learners who are deaf-blind; and

G) curricula specific to or adapted for learners who are deaf-blind.

2) Performance – The competent deaf-blind specialist:

A) moves together (co-actively) with the learner in daily routines to establish body awareness and awareness of another person;

B) uses touch to make the learner aware of his/her body and another's throughout functional and play activities;

C) provides opportunities for the learner to learn the functions of body parts;

D) provides opportunities for the learner's increased proprioceptive (feedback through muscles and body position) and kinesthetic (feedback through body movement) awareness during daily routines and planned activities;

E) provides opportunities for the learner to develop confidence by making choices;

F) provides the learner with opportunities for self-advocacy;

G) provides opportunities for the learner to learn from naturally occurring successes and failures;

H) creates opportunities for the learner to initiate conversations with or without words around topics of interest;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

I) uses appropriate distance between the learner and the communication partner;

J) determines optimal position of the learner in relation to others that will enhance participation in group activities;

K) maintains interaction at eye level of the learner who is deaf-blind or makes adjustments to accommodate for specific visual conditions;

L) uses touch cues to initiate and terminate interactions;

M) interprets for the learner information about other interactions and events taking place around him/her;

N) reduces or eliminates unnecessary visual, auditory and tactile clutter;

O) develops object communication systems for the learner to use receptively and expressively;

P) uses formal sign language systems, both visually and tactually;

Q) uses alphabet systems, both tactually and visually;

R) uses the Tadoma method of speech reading;

S) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;

T) responds to the learner’s non-linguistic forms of communication while fostering opportunities to move to linguistic levels;

U) develops strategies to encourage the learner to use multiple non-linguistic and linguistic modes/forms of communications depending upon the environment and communications partners;

V) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
W) models the use of vocabulary words that are meaningful and motivating to the learner;

X) provides vocabulary for the learner to understand and express abstract concepts;

Y) provides opportunities to use and expand vocabulary through frequent and natural conversations;

Z) organizes vocabulary into syntax;

AA) modifies existing reading materials to adjust for the learner's language level and reading media;

BB) designs and makes non-technological communication devices that are appropriate to the learner's needs;

CC) selects and/or adapts assistive technological devices as tools for communication;

DD) provides opportunities for the learner to use augmentative communication devices in a variety of environments and with a variety of communication partners;

EE) provides opportunities and means for the learner to communicate within and about activities and places;

FF) uses naturally occurring events for the learner to use and practice communication skills;

GG) recommends appropriate positions to optimize visual functioning;

HH) recommends appropriate positions to optimize auditory functioning;

II) implements strategies to accommodate for and to improve the learner's visual and auditory functioning based upon assessment results;

JJ) assists the learner in organizing information about space and objects within space;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

KK) models ways for the learner to move in and through space;

LL) provides opportunities for the learner to move outward in progressively larger spaces;

MM) adapts orientation and mobility techniques according to the learner's communication skills and ability to use residual hearing and vision;

NN) provides opportunities for the learner who is deaf-blind and has physical disabilities to learn orientation and mobility skills;

OO) teaches the learner to attend to kinesthetic and proprioceptive variables to inform him/her about how his/her body relates to the environment;

PP) makes appropriate visual adaptations to accommodate for specific visual impairments;

QQ) uses and adapts appropriate devices and appliances;

RR) based upon clinical and functional assessments, uses and creates materials that will maximize the learner's use of vision, hearing, and touch in specific situations to meet the learner’s visual, auditory and tactile needs;

SS) incorporates literacy as part of the everyday activities according to the learner’s experiences and interests; and

TT) uses touch to accommodate for lack or distortion of visual and auditory information.

g) Collaborative Relationships – The competent deaf-blind specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, paraprofessionals, and students.

1) Knowledge – The competent deaf-blind specialist understands:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) the potential impact of deaf-blindness upon attachment/bonding between learners who are deaf-blind and their primary caregivers;

B) effective use of communication support personnel to assure that the learner who is deaf-blind has optimal access to opportunities for receptive and expressive communication;

C) resources that provide technical assistance at the local, State, and national levels related to the field of deaf-blindness; and

D) resources of support services for learners who are deaf-blind and their families.

2) Performance – The competent deaf-blind specialist:

A) assesses and explains the effects of combined vision and hearing losses upon relationships between the learner and his/her primary caregiver;

B) provides opportunities for the learner to learn about family relationships and relationships to others;

C) provides opportunities for the learner to understand the role of him/herself and others in the contexts of specific groups;

D) provides opportunities for the learner to meet and establish relationships with other people who are deaf-blind;

E) exchanges information about the learner's communication style/abilities with others to ensure consistency of interpretation and use of the learner’s communication repertoire;

F) teaches significant peers and adults to communicate effectively with the learner who is deaf-blind;

G) exchanges ongoing communication assessment findings with others to develop effective strategies that will enhance the learner's communication abilities;
H) identifies the responsibilities and the roles of the communication support personnel according to the needs of the learner and environments;

I) interprets for other team members clinical and functional information regarding the learner's vision and hearing;

J) recommends appropriate referrals to low-vision and hearing specialists in collaboration with other team members to assess the need for assistive devices;

K) collaborates with orientation and mobility specialists and other appropriate specialists in adapting strategies to encourage the learner to move safely and independently;

L) consults and collaborates with others who provide care, education, and adult services to people who are deaf-blind;

M) provides information and education to team members (including families) about the uniqueness of the disability of deaf-blindness; and

N) provides training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is deaf-blind.

h) Professional Conduct and Leadership – The competent deaf-blind specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

1) Knowledge – The competent deaf-blind specialist meets the standards set forth in Section 28.100(h)(1) of this Part.

2) Performance – The competent deaf-blind specialist advocates for learners who are deaf-blind and their families to obtain high-quality services ranging from early intervention to transition to adult services.
Reflection and Professional Growth – The competent deaf-blind specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent deaf-blind specialist meets the standards set forth in Section 28.100(i) of this Part.

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

Section 28.350 Standards for the LBS II/Behavior Intervention Specialist

a) Foundations – The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent behavior intervention specialist understands:

   A) positive theoretical approaches and landmark research on behavior;

   B) current State and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation;

   C) relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs;

   D) crisis prevention and intervention research and issues;

   E) the impact of cultural and linguistic diversity on student behavior and learning;

   F) the impact of multiple disabilities on behavior and learning;

   G) biophysical and environmental effects on behavior; and

   H) relationships between individual school discipline policies and students with IEPs.

2) Performance – The competent behavior intervention specialist:

   A) articulates a personal philosophy of behavior management consistent with standards of the profession and State and federal laws; and
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

B) recognizes students' behaviors as age-appropriate based on observation and social validation.

b) Characteristics of Learners – The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.

1) Knowledge – The competent behavior intervention specialist understands:

   A) similarities and differences of behavior of individuals with and without disabilities;

   B) the impact of varying disabilities on behavior;

   C) the communicative aspects of behavior;

   D) the effects of various medications on student behavior; and

   E) the relationship between learners' behaviors and the intensity of service provision.

2) Performance – The competent behavior intervention specialist matches service provision to learners' academic and behavioral needs.

c) Assessment – The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

1) Knowledge – The competent behavior intervention specialist understands:

   A) terminology used in functional and positive behavioral assessment;

   B) State and federal laws and regulations and ethical considerations of functional and positive behavioral assessment;

   C) the use and limitations of behavior rating scales, systematic recording procedures, authentic assessment, and/or functional assessment;
D) duration and intensity of behavior and the influence on learner performance on formal and informal assessments;

E) behavior as a form of communication; and

F) the relationship between determination of behavioral interventions and issues of screening, referral, and placement.

2) Performance – The competent behavior intervention specialist:

A) uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs;

B) interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities;

C) communicates results of positive behavioral assessments to the learner and all stakeholders;

D) adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner; and

E) identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.

d) Planning for Instruction – The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

1) Knowledge – The competent behavior intervention specialist understands:

A) behavioral demands of various learning environments;

B) the impact of learners' behaviors on instruction;
C) the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers;

D) positive behavioral intervention strategies;

E) positive behavior management plan guidelines and key components; and

F) the rationale for targeting specific behaviors and selecting positive behavior management techniques.

2) Performance – The competent behavior intervention specialist:

A) develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders;

B) implements positive behavior management plans;

C) facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel;

D) evaluates the effectiveness of positive behavior management plans and revises as needed; and

E) plans for effective transition and integration across settings.

e) Learning Environment – The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent behavior intervention specialist understands:

A) reinforcement theories, techniques, and application;

B) ways to create and positively modify learning environments that respect and value diversity;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) the continuum of placements and services, including alternative programs for individuals whose behavior is interfering with learning; and

D) issues, resources and strategies of integration and transition from most restrictive environments to least restrictive environments.

2) Performance – The competent behavior intervention specialist:

A) uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments;

B) teaches individuals to use problem-solving and self-regulation strategies to promote independence and successful transitions;

C) designs learning environments that provide behavioral feedback from peers, teachers, and related service personnel;

D) directs, observes, evaluates, and provides feedback to paraprofessional educators and teachers in the implementation of positive behavioral interventions and management plans;

E) implements a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments;

F) monitors intra-group behavior changes across activities and learning environments; and

G) facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments.

f) Instructional Delivery – The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).

1) Knowledge – The competent behavior intervention specialist understands:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A) classroom management theories and positive strategies for individuals with exceptional learning needs; and

B) research-based best practices for effective, positive management of teaching, learning, and behavior.

2) Performance – The competent behavior intervention specialist:

A) sequences, implements, and evaluates individualized behavioral objectives;

B) integrates positive behavioral supports with academic curricula;

C) uses varied positive, non-aversive techniques for managing targeted behavior;

D) implements positive behavior management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement;

E) designs, implements, and evaluates behavioral support programs to enhance learners' social and community participation; and

F) analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.

g) Collaborative Relationships – The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, paraprofessionals, and students.

1) Knowledge – The competent behavior intervention specialist understands:

A) concerns of families of learners whose behavior is interfering with learning and positive strategies to address these concerns;

B) strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraprofessional educators in implementation of positive behavioral interventions;
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) parent education programs and behavior management guides that address positive behavior management and facilitate collaboration and consultation; and

D) collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric, and residential facilities.

2) Performance – The competent behavior intervention specialist:

A) demonstrates skills of problem-solving and conflict resolution;

B) designs, implements, and evaluates inservice trainings for teachers, related service personnel, and paraprofessional educators that address positive behavioral intervention needs of learners;

C) synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies;

D) uses collaborative strategies and counseling techniques with families, learners, related service providers, and other professionals; and

E) provides parent education in the implementation of positive behavioral supports in the home environment.

h) Professional Conduct and Leadership – The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(h)(1) of this Part.

2) Performance – The competent behavior intervention specialist:

A) uses positive behavioral interventions with consideration of learners' physical freedom and social interaction;
B) uses positive behavioral interventions with respect for human dignity and personal privacy;

C) serves as an advocate for individuals and their families; and

D) collaborates with appropriate agency individuals to reduce family stress and implement family support.

i) Reflection and Professional Growth – The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(i)(1) of this Part.

2) Performance – participates in professional development activities that assure that practice is consistent with the evolving behavioral research and literature.

(Source: Amended at 37 Ill. Reg. ______, effective ____________ )
### Section 29.10 Purpose and Effective Dates

This Part establishes the standards that shall apply to the issuance of administrative certificates and the endorsements available on a professional educator license those certificates. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. That is:

a) beginning July 1, 2003, approval of any preparation program or course of study in any field covered by this Part pursuant to the State Board’s rules for Educator Licensure Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program’s or course’s content with the relevant standards identified in this Part; and
b) beginning on October 1, 2004, the tests examination(s) required for issuance of an endorsement certificate in any field covered by this Part shall be based on the relevant standards set forth herein.

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

Section 29.100 Illinois Professional School Leader Standards

The standards that set forth in this Section shall apply to all candidates for any the administrative endorsement certificate are the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration, 1615 Duke Street, Alexandria, Virginia 22314 and posted at http://npbea.org/wp-content/uploads/2012/06/Educational_Leadership_Policy_Standards_2008.pdf. No later amendments to or editions of these standards are incorporated by this Section.

a) Facilitating a Vision of Learning – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1) Knowledge Indicator—The administrator has knowledge and understanding of:

A) learning goals in a pluralistic society.
B) the principles of developing and implementing long-term plans.
C) theories of educational leadership.
D) information sources, data collection, and data analysis strategies.
E) effective communication.
F) effective consensus-building and negotiation skills.
G) the philosophy and history of education.

2) Performance Indicator—The administrator facilitates processes and engages in activities ensuring that:

A) the vision and mission of the school are collaboratively developed.
the vision and mission are effectively communicated through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.

C) the core beliefs of the school vision are modeled.

D) progress toward the vision and mission is communicated to everyone.

E) the school community is involved in school improvement efforts.

F) the vision and mission shape the educational programs, plans, and actions of the school.

G) data related to student learning are used to develop the school’s mission and goals.

H) relevant demographic data pertaining to students and their families are used in developing the school’s mission and goals.

I) an implementation plan is developed in which objectives and strategies for achieving the vision and goals are clearly articulated.

J) barriers to achieving the vision, mission, and goals are identified, clarified, and addressed.

K) financial, human, and material resources are sought and obtained to support the implementation of the school’s mission and goals.

L) the vision, mission, goals, and implementation plans are regularly monitored, evaluated, and revised.

b) School Culture and Instructional Program – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students’ learning and staff’s professional growth.

1) Knowledge Indicator — The administrator has knowledge and understanding of:
A) school cultures.
B) the continuum of students’ growth and development.
C) applied learning theories.
D) curriculum design, implementation, evaluation, and refinement.
E) principles of effective instruction and best practices.
F) measurement, evaluation, and assessment strategies.
G) diversity and its meaning for educational programs.
H) adult learning and professional development models.
I) the change process for systems, organizations, and individuals.
J) the role of technology in promoting students’ learning and professionals’ growth.
K) classroom management.

2) Performance Indicator—The administrator facilitates processes and engages in activities ensuring that:
A) all individuals are treated with fairness, dignity, and respect.
B) professional development promotes a focus on students’ learning consistent with the school’s vision and goals.
C) students and staff are valued.
D) the responsibilities and contributions of each individual are acknowledged.
E) barriers to students’ learning are identified, clarified, and addressed.
F) diversity is considered in developing learning experiences.
G) Life-long learning is encouraged and modeled.

H) There is a culture of high expectations for self, students, and staff’s performance.

I) Appropriate technologies are used in teaching and learning.

J) Students’ and staff’s accomplishments are recognized.

K) Multiple opportunities to learn are available to all students.

L) The school is organized and aligned for success.

M) Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.

N) Decisions about curriculum are based on research, standards developed by learned societies, and the needs of the community.

O) The school’s culture and climate are assessed on an ongoing basis.

P) Multiple sources of information are used to make decisions.

Q) Students’ learning is assessed using a variety of techniques.

R) Multiple sources of data regarding performance are used by staff and students.

S) Various supervisory and evaluation models are employed.

T) Pupil personnel programs are developed to meet the needs of students and their families.

c) Management – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

†) Knowledge Indicator—The administrator has knowledge and understanding of:
NOTICE OF PROPOSED AMENDMENTS

A) theories and models of organizations and the principles of organizational development.

B) local operational policies and procedures.

C) principles and issues relating to school safety and security.

D) management and development of human resources.

E) principles and issues relating to fiscal operations in school management.

F) principles and issues relating to school facilities and the use of space.

G) legal issues affecting school operations.

H) current technologies that support managerial functions.

2) Performance Indicator—The administrator facilitates processes and engages in activities ensuring that:

A) knowledge of learning, teaching, and students’ development is used to make management decisions.

B) operational procedures are designed and managed to maximize opportunities for learning.

C) emerging trends are recognized, studied, and applied as appropriate.

D) operational plans and procedures to achieve the vision and goals of the school are in place.

E) collective bargaining and other contractual agreements related to the school are effectively managed.

F) the school’s plant, equipment, and support systems operate safely, efficiently, and effectively.

G) time is managed to maximize attainment of organizational goals.
potential problems and opportunities are identified, confronted, and resolved in a timely manner.

I) resources are aligned to the goals of schools.

J) organizational systems are monitored on an ongoing basis and modified as needed.

K) responsibility is shared to maximize ownership and accountability.

L) effective problem-framing and problem-solving skills are used.

M) there is effective use of technology to manage school operations.

N) the resources of the school are managed ethically, legally, efficiently, and effectively.

O) a safe, clean, and aesthetically pleasing school environment is created and maintained.

d) Collaboration with Families and Communities - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

1) Knowledge Indicator - The administrator has knowledge and understanding of:

A) emerging issues and trends that potentially affect the school community.

B) the conditions and dynamics of the diverse school community.

C) community resources.

D) community relations and marketing strategies and processes.

E) successful models of school, family, business, community, government, and higher education partnerships.
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

F) hierarchic relationships and political organizations.

2) Performance Indicator—The administrator facilitates processes and engages in activities ensuring that:

A) visibility, involvement, and communication with the larger community are priorities.

B) relationships with community leaders are identified and nurtured.

C) information about family and community concerns, expectations, and needs is used continuously.

D) there are relationships with business, religious, political, and service agencies and organizations.

E) individuals and groups with diverse values and opinions are treated equitably.

F) the school and community serve one another as resources.

G) partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.

H) community resources and social services are integrated to enhance both common goals and educational goals.

I) multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation are promoted and modeled.

J) media relations are developed and maintained.

K) a comprehensive program of community relations is established and implemented.

L) opportunities for staff to develop collaborative skills are provided.
e) Acting with Integrity, Fairness, and in an Ethical Manner—A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

1) Knowledge Indicator—The administrator has knowledge and understanding of:

A) the purpose of education and the role of leadership in modern society.
B) various ethical frameworks and perspectives on ethics.
C) the values and challenges of the diverse school community.
D) professional codes of ethics.

2) Performance Indicator—The administrator:

A) examines personal and professional values.
B) demonstrates a personal and professional code of ethics.
C) demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
D) serves as a role model.
E) considers the impact of his or her administrative practices on others.
F) uses the influence of the office to enhance the educational program.
G) treats people fairly, equitably, and with dignity and respect.
H) protects the rights and confidentiality of others.
I) demonstrates appreciation for and sensitivity to the diversity in the school community.
J) recognizes and respects the legitimate authority of others.
K) examines and considers the prevailing values of the diverse school community.

L) expects that others in the school community will demonstrate integrity and exercise ethical behavior.

M) opens the school to public scrutiny.

N) fulfills legal and contractual obligations.

O) applies laws and procedures fairly, wisely, and considerately.

P) demonstrates the importance of equity in a democratic society.

f) The Political, Social, Economic, Legal and Cultural Context—A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1) Knowledge Indicator—The administrator has knowledge and understanding of:

A) principles of representative governance that undergird the system of American schools.

B) the role of public education in developing and renewing a democratic society and an economically productive nation.

C) the law as related to education.

D) the political, social, cultural, and economic systems and processes.

E) models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.

F) global issues and forces affecting teaching and learning.

G) the dynamics of policy development and advocacy under our democratic political system.
2) Performance Indicator – The administrator facilitates processes and engages in activities ensuring that:

A) communication occurs within the school community concerning trends, issues, and potential changes in the environment in which schools operate.

B) there is ongoing dialogue with and between representatives of diverse community groups.

C) the school community works within the framework of policies, laws, and regulations enacted by local, State, and federal authorities.

D) public policy is shaped to provide quality education for students.

E) lines of communication are developed with decision-makers outside the school community.

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

Section 29.120 General Administrative Endorsement (Through August 31, 2014)

Each candidate for the general administrative endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part. No candidates currently are being admitted to general administrative endorsement programs (see 105 ILCS 5/21B-25(2)(A)). For candidates currently enrolled, no general administrative endorsement shall be issued after August 31, 2014. Requirements for the issuance of the principal's endorsement, which replaces the general administrative endorsement, are set forth at 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois).

a) Facilitating a Vision of Learning – The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1) Knowledge Indicators – The competent administrator:

A) has knowledge and understanding of learning goals in a pluralistic society.
B) comprehends the principles of developing and implementing long-term plans.

C) recognizes theories of educational leadership.

D) understands information sources, data collection, and data analysis strategies.

E) understands effective communication.

F) understands effective consensus-building and negotiation skills.

G) has knowledge of the philosophy and history of education.

2) Performance Indicators – The competent administrator:

A) designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community’s values, goals, social needs, and changing conditions.

B) facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.

C) analyzes, evaluates, and monitors operational plans and processes to accomplish strategic goals using practical applications of organizational theories.

D) solicits and uses financial, human, and material resources to support the implementation of the school’s mission and goals.

E) identifies and critiques several theories of leadership and their application to various school environments.

F) conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.

G) analyzes and interprets educational data, issues and trends.
H) uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal, and nonverbal communication.

I) engages in effective consensus-building and displays effective negotiation skills.

J) frames, analyzes, and resolves problems using appropriate problem-solving techniques and decision-making skills.

K) analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.

b) School Culture and Instructional Program – The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.

1) Knowledge Indicators – The competent administrator:

A) has knowledge and understanding of school cultures.

B) understands the continuum of students' growth and development.

C) knows the procedures used in the assessment of the learning environment.

D) understands applied learning theories.

E) understands curriculum design, implementation, evaluation, and refinement.

F) recognizes the components of a special education evaluation.

G) understands principles of effective instruction and best practices.

H) comprehends measurement, evaluation, and assessment strategies.

I) understands diversity and its meaning for educational programs.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

J) is familiar with adult learning and professional development models.

K) understands the change process for systems, organizations, and individuals.

L) recognizes the role of technology in promoting students' learning and professionals' growth.

M) understands classroom management.

2) Performance Indicators – The competent administrator:

A) creates with teachers, parents, and students a positive school culture that promotes learning.

B) promotes an inclusive educational culture.

C) articulates the district's or school's vision, mission, and priorities to the community and media.

D) builds community support for a district's or school's priorities and programs.

E) promotes an environment where all individuals are treated with fairness, dignity, and respect.

F) develops a culture of high expectations for self, students, and staff's performance where accomplishments are recognized.

G) applies the principles of students' growth and development to the learning environment and the educational program.

H) utilizes procedures in the assessment of the learning environment.

I) develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.

J) develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities.

K) analyzes various staffing patterns, student grouping plans, class scheduling forms, and school organizational structures and facilitates design processes to support various teaching strategies and desired outcomes for students.

L) assesses students' progress using a variety of appropriate techniques.

M) bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and State and federal policies and mandates.

N) aligns curricular goals and objectives with the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D).

O) facilitates the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement.

P) uses resources to support instructional programs and best practices and incorporates a variety of supervisory models to improve teaching and learning.

Q) uses qualitative and quantitative data to plan and assess school programs.

R) promotes an inclusive educational culture.

S) identifies needs for professional development and incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.

T) facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.

U) studies best practices, relevant research, and demographic data to analyze their implications for school improvement.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

V) develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.

W) applies a systems perspective and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.

X) uses technology, telecommunications, and information systems to enrich curriculum and instruction.

Y) develops and implements long-range plans for school and district technology information systems.

Z) uses a variety of supervisory models to improve teaching and learning.

AA) uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.

c) Management – The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

1) Knowledge Indicators – The competent administrator:

A) understands theories and models of organizations and the principles of organizational development.

B) is aware of local operational policies and procedures.

C) understands principles and issues relating to school safety and security.

D) has knowledge of management and development of human resources.

E) comprehends principles and issues relating to fiscal considerations in school management.
F) understands principles and issues relating to school facilities and use of space.

G) recognizes legal issues relating to school operations.

H) has knowledge of current technologies that support management’s functions.

2) Performance Indicators – The competent administrator:

A) applies theories to create conditions that motivate staff, students, and families to achieve the school's vision.

B) analyzes a school’s problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.

C) applies effective job-analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.

D) utilizes appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities.

E) develops and implements an efficient building-level budget planning process that is driven by school priorities.

F) understands federal, State and local statutory and regulatory provisions and judicial decisions governing education.

G) applies common legal and contractual requirements and procedures in an educational setting.

H) applies and assesses current technologies for school management and business procedures.

d) Collaboration with Families and Communities – The competent school administrator is an educational leader who promotes the success of all students by
collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

1) Knowledge Indicators – The competent administrator:
   A) recognizes emerging issues and trends that potentially affect the school community.
   B) comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the student’s IEP team (see 23 Ill. Adm. Code 226.75).
   C) understands the conditions and dynamics of the diverse school community.
   D) has knowledge of community resources.
   E) understands community relations and marketing strategies and processes.
   F) is aware of successful models of school, family, business, community, government, and higher education partnerships.

2) Performance Indicators – The competent administrator:
   A) assesses emerging issues and trends to determine their impact on the school community.
   B) engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the student’s IEP team.
   C) analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
   D) identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
   E) develops and implements an effective staff communication plan and public relations program.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F) articulates the district's or school's vision, mission, and priorities to the community and media and understands how to build community support for the district’s or school’s priorities and programs.

e) Acting with Integrity, Fairness, and in an Ethical Manner – The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

1) Knowledge Indicators – The competent administrator:

A) understands the purpose of education and the role of leadership in modern society.

B) recognizes various ethical frameworks and perspectives on ethics.

C) understands the values and challenges of the diverse school community.

D) is aware of professional codes of ethics.

2) Performance Indicators – The competent administrator:

A) analyzes a school’s problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.

B) manifests a professional code of ethics and values.

C) bases decisions on the moral and ethical implications of policy options and political strategies.

D) promotes the values and challenges of the diverse school community.

E) communicates effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F) treats people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others.

G) encourages others in the school community to demonstrate integrity and exercise ethical behavior.

f) The Political, Social, Economic, Legal and Cultural Context – The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1) Knowledge Indicators – The competent administrator:

A) comprehends principles of representative governance that undergird the system of American schools.

B) recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.

C) understands the law as related to education.

D) understands State and federal requirements regarding the least restrictive environment (including placement based on the student's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); see 23 Ill. Adm. Code 226.75) for students from birth through 21 years of age.

E) has knowledge of the political, social, cultural, and economic systems and processes.

F) understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.

G) knows about global issues and forces affecting teaching and learning.

H) recognizes the dynamics of policy development and advocacy under our democratic political system.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

I) understands federal, State and local statutory and regulatory provisions as well as judicial decisions governing education.

2) Performance Indicators – The competent administrator:

A) considers the general characteristics of internal and external political systems as they apply to school settings.

B) influences policy development at the federal, State, district, and school-site level.

C) applies knowledge of common legal and contractual requirements and procedures in an educational setting.

D) analyzes appropriate procedures and relationships for working with local governing boards.

E) develops lines of communication with decision makers outside the school community.

F) frames, analyzes, and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.

G) bases decisions on the moral and ethical implications of policy options and political strategies.

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


Materials: None

Staff Contact(s): Reyna P. Hernandez, Assistant Superintendent of the Center for Language and Early Child Development

Purpose of Agenda Item
The Early Childhood Division requests the Board to authorize the State Superintendent to enter into an amended intergovernmental agreement with the Illinois Department of Human Services to transfer funds for the Race to the Top-Early Learning Challenge Phase 2 and the Supplemental funds. Illinois has received additional funding for the Race to the Top-Early Learning Challenge and this amended agreement will allow for expanded activities under the grant.

Relationship to/Implications for the State Board’s Strategic Plan
The intergovernmental agreement will support the following Board Goals:

- **GOAL 1**: Every student will demonstrate academic achievement and be prepared for success after high school;

- **GOAL 2**: Every student will be supported by highly prepared and effective teachers and school leaders;

Expected Outcome(s) of Agenda Item
It is expected that staff will receive the Board’s authorization to enter into the amended intergovernmental agreement, which will allow for expanded activities under the Race to the Top-Early Learning Challenge grant previously awarded.

Background Information
Illinois has been awarded a Race to the Top-Early Learning Challenge (RTT-ELC) Phase 2 grant by the US Department of Education and Health and Human Services. RTT-ELC focuses on improving early learning and development programs for young children. In Illinois, the grant builds on the state’s strong track record of rigorous evaluation and evidence-based decision making. A five-level quality rating improvement system will be created, which will be utilized by most early learning programs, including Preschool for All, Head Start, Early Head Start, center- and-home based child care, and private preschools licensed through the Department of Children and Family Services. Illinois will implement revised early learning standards for children ages birth to five. The plan will provide professional development and other supports to raise the quality of early childhood programs including ongoing supports for Illinois Higher Education Faculty using avenues that have proven successful in the past.
ISBE is the fiscal agent for RTT-ELC funds. In April 2013, the Illinois State Board of Education entered into an intergovernmental agreement with the Illinois Department of Human Services to establish a partnership between the state agencies to perform certain services related to the RTT-ELC, as set forth in the State Plan and the State's Final Scope of Work. In July 2013, Illinois received notification from the Department of Education that it would receive an additional supplemental award to complete an additional scope of work, related to the original ELC application. Illinois submitted a scope of work and budget for the new supplemental grant. The supplemental award is focusing on additional development of the Quality Rating and Improvement System. Key projects include additional core personnel, quality improvements and additional data projects. The submitted scope of work and budget for the supplemental funding includes several projects which will be managed by DHS.

**Financial Background**
The Illinois State Board of Education entered into an intergovernmental agreement with DHS on April 2, 2013, in the amount of $20,939,776 with the approval to add $2,661,719 to accommodate for Targeted High Need Communities, if necessary. The maximum approved amount was $23,601,495 through December 31, 2016.

ISBE is requesting to enter into an amended intergovernmental agreement with DHS to increase the maximum amount payable by $11,917,972 through December 31, 2016, for a total of $32,857,748, with the potential to increase the maximum amount to $35,519,467 to fund Targeted High Need Communities, if necessary. Specific annual amounts will be subject to the scope of work and budget to be approved by the U.S. Department of Education.

Shown below is a summary for the funding for the proposed amended intergovernmental agreement:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>$ 769,788</td>
<td></td>
<td></td>
<td></td>
<td>$ 769,788</td>
</tr>
<tr>
<td>FY14</td>
<td>$ 6,086,849</td>
<td>$1,072,670</td>
<td>$ 7,159,519</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY15</td>
<td>$ 6,410,372</td>
<td>$4,865,863</td>
<td>$11,276,235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY16</td>
<td>$ 5,950,924</td>
<td>$4,476,480</td>
<td>$10,427,404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>$ 1,721,843</td>
<td>$1,502,959</td>
<td>$3,224,802</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$20,939,776</td>
<td></td>
<td>$ 32,857,748</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted High Needs</td>
<td>$ 2,661,719</td>
<td></td>
<td>$ 2,661,719</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$23,601,495</td>
<td>$11,917,972</td>
<td>$35,519,467</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**
This intergovernmental agreement is exempt from the BEP goal per the FY 2014 BEP compliance plan.

**Effectiveness**
Effectiveness on this amended intergovernmental agreement will be measured in two ways. First, ISBE will work closely with the Governor's Office for Early Childhood Development to
monitor the use of DHS funds and timely completion of deliverables, in accordance with the approved scope of work. Second, the RTT-ELC grant will be evaluated based on Performance Measures identified by the Department of Education. These performance measures reflect the three strategic priorities of the Race to the Top, Early Learning Challenge:

- Deepening the integration of the state supports to create a unified framework for all Early Learning and Development (ELD) systems:
- Connecting the most at-risk children with the services and supports they need; and
- Increasing the quality of both learning environments and instruction in early learning and development programs from “adequate to good” and from “good to great”.

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

**Policy Implications:** The amendment to the original intergovernmental agreement is required to transfer funds to the Department of Human Services to implement the state’s Early Learning Challenge Phase 2 Supplemental Funding grant.

**Budget Implications:** Funds for this Intergovernmental Agreement are available through the Federal Race to the Top-Early Learning Challenge-Phase 2 and Supplemental Funding.

**Legislative Action:** None required

**Communication:** Not applicable

**Pros and Cons of Various Actions**

Approval of the amended intergovernmental agreement will allow ISBE to transfer funds according to the terms of the state’s scope of work and budget for Race to the Top-Early Learning Challenge Supplemental Funding.

Failure to approve the intergovernmental agreement will delay or prevent implementation of the state’s RTT-ELC plan.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education authorizes the State Superintendent to enter into an amended intergovernmental agreement with the Illinois Department of Human Services in the amount of $32,857,748 effective upon execution through December 31, 2016, for the transfer of funds for Race to the Top, Early Learning Challenge, and Supplemental Funding. Subsequent amendments are not to exceed a total of $35,519,467.

**Next Steps**

Upon Board authorization, Agency staff will enter into an amended intergovernmental agreement with IDHS.
TO: Illinois State Board of Education
FROM: Christopher Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer


Materials: None

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
In accordance with PA 98-0034, School Business Services requests the Board to authorize the State Superintendent to execute an intergovernmental agreement to award East St. Louis School District 189, $3,000,000 for ordinary and contingent expenses.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item has a direct correlation with all goals in the Board’s Strategic Plan. Without sufficient funding, the District will not be able to continue to operate to achieve any of the three goals.

Expected Outcome(s) of Agenda Item
This agenda item will be discussed as part of the consent agenda and then be called for a vote by the Board. It is expected that the Board will authorize the State Superintendent to enter into the Intergovernmental Agreement.

Background Information
East St. Louis School District 189 is a unit district in St. Clair County. It has an enrollment of approximately 6,400 students and eleven schools.

Financial Oversight:
In May 2011, ISBE and East St. Louis School District entered into an intergovernmental agreement for a voluntary partnership between the two parties for additional oversight by ISBE. This agreement was in place until May 2012 at which time the State Board approved a Financial Oversight Panel for the District.

Many budget reductions have already been made. Below is a summary of the budget reductions and financial outlook for the District:

Staff Reductions:
As previously reported at the April 16, 2013 Board meeting, there has been a significant reduction in force since ISBE’s interaction with the district. As of April 2013, the district’s staffing level was at 734 positions. In March and June, 2013 additional reductions in force were approved. The number of reduced positions, hours worked and reclassified administrators approved were:
Teachers 69
Non-Certified 38
Reduction in Hours 6
Reclassified Administrators 17

With these reductions, the staffing level has been reduced to 627 positions. This is a reduction of 661 positions since FY 2010.

Due to these reductions, some classrooms are over the allowable bargaining unit negotiated class size. District staff is reviewing the classrooms to determine if modification can be made to reduce the classroom sizes. Some staff will need to be recalled. This is being reviewed to determine the impact it will have on the financial plan that was approved by the School Board and the Financial Oversight Panel in March 2013. The financial plan designated $10 million in budget reductions.

**Enrollment:**
The enrollment has been declining steadily at an average of 250 students-per-year. In school year 2013, there were approximately 6,400 students housed at the district. This compares to 10,600 housed students in 2003. The preliminary head count for school year 2014 reflects a reduction of only 90 students.

**Facility Closures:**
Since June 2010, seven elementary schools have closed in the district. The district closed two additional schools in June 2013, Curtis Miller Alternative High School and James E. Williams Learning Center. These students were moved to the high school, middle schools, or outplaced, dependent upon each student’s need.

**2012 Annual Financial Report:**
The district's 2012 Annual Financial Report (AFR) has been completed and submitted to ISBE. The AFR reflected an operating deficit of $2.6 million and ending operational fund balances of $10.5 million. The ending fund balances were enhanced by Working Cash Fund bonds of $5.5 million.

**Outstanding Debt:**
The district has $43.4 million in total outstanding debt. This consists of:
- $28.8 million alternate revenue (GSA) bonds,
- $13.0 million in funding, refunding, and working cash fund (annual levy) bonds,
- $ 1.6 million in lease/lease purchase (operational funds) debt.

The total annual debt payments for FY 2014 through FY 2016 are approximately $4.2 million. The funds utilized to make the annual payments are:
- $2.0 million General State Aid funds,
- $1.7 million annual tax levy, and
- $500,000 operational funds.

The annual debt payments are scheduled to increase to approximately $4.8 million in FYs 2017 through 2023. The “tax backed” bond’s final payment is scheduled in FY 2023. The alternate revenue bond payments are scheduled through FY 2028. The annual debt payments for FYs 2024 through 2026 are approximately $3.1 million and $1.7 million for FYs 2027 and 2028.
Financial Outlook:
Even with the budget reductions, expenditures continue to outpace revenues. The audit for FY 2013 is in the process of being completed. For FY 2013, it is projected they will realize a surplus of $3.3 million. This is with the infusion of the State supplemental aid of $9 million. The ending 2013 cash balances are estimated to be $9.6 million or the equivalent of 41 days of operation.

In March 2013, the local board and the FOP approved the financial plan for FY 2014 that projected budget reductions of $10.5 million and projected an operating deficit of $6.7 million. Prior to this plan, the deficit was projected to be $17.2 million. Because of budget reductions, General State Aid being prorated at 89% instead of 80%, and the $3 million supplemental payment for FY 2014, the approved 2014 budget is reflecting an operating deficit of $5 million and an ending cash balance of $4.7 million or 20 days of operation.

Below is a graph that reflects how the district’s operational revenues have remained flat over the past three years and expenditures have been decreasing. It further reflects an anticipated decline in both revenues and expenditures for FY 2014.

What is currently being reviewed to update the financial plan?
- Labor negotiations are ongoing.
- 2013 tax levy is being developed. Questions of whether the district maintains the current total tax levy of $10.83 or increase the tax levy is being discussed. The $10.83 total tax rate is the second highest in the State. The EAV is projected to remain flat at $101.7 million. Because of an estimated 82% collection rate, every dollar tax rate increase is estimated to generate $834,000 in revenue of which $140,000 is for debt payments.
Further staff reductions will be reviewed. Because of the significant reductions that have already taken place, additional staffing cuts will drastically impact education and district operations.

Potential short-term borrowing continues to be discussed.

Cash Flow Projections:
- With the infusion of the $12 million supplemental aid and General State Aid prorated at 89% instead of 80%, the district is projected to make it though FY 2014.
- As stated above, the 2014 ending cash balance is projected to be $4.7 million or 20 days of operating cash. Short-term borrowing may be necessary to sustain the district for July and August 2014, until tax receipts and General State Aid payments are received.
- Without further supplemental assistance, it is most likely the district will not be able to sustain its cash flow for FY 2015.
- It is projected that additional budget reductions of at least $8 million are needed to sustain the district for FY 2015.

Financial Background
ISBE will enter into an Intergovernmental Agreement for the ordinary and contingent expenses of the East St. Louis School District through June 30, 2014. Funding in the amount of $3,000,000 is provided by General Revenue Funds.

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14</td>
<td></td>
<td>$3,000,000</td>
<td></td>
<td></td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,000,000</td>
</tr>
</tbody>
</table>

Business Enterprise Program (BEP)
This intergovernmental agreement is exempt from the BEP goal per the FY 2014 BEP compliance plan.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Because of the economic impacts and reduced local, State and federal funding, many school districts are beginning to realize financial hardships. If General State Aid continues to be prorated, several districts may require supplemental appropriations in the future.

Budget Implications: The budget implications for East St. Louis will be dire if they do not receive these funds. It is estimated that they will not be able to sustain their cash flow and payroll through FY 2014 if these funds are not received.

Legislative Action: No further legislative action is required.

Communication: Communicate to School District 189 administration the approval of the funds.

Pros and Cons of Various Actions
Pros: East St. Louis will be able to realize positive cash balances a little longer, giving them time to develop the FY 2015 financial plan to further reduce their expenditures and continue to
review options to obtain short-term borrowing. This will enable them to continue to provide an education to their students.

**Cons**: As mentioned above, many districts are beginning to realize financial constraints due to decreasing revenues and economic impacts. Many may feel these funds would be better spent by appropriating them through the General State Aid formula.

**Superintendent's Recommendation**
I recommend that the State Board approve the $3 million grant to be awarded to East St. Louis School District 189

I recommend that the following motion be adopted:
In accordance with PA 98-0034, the State Board of Education approves entering into an Intergovernmental Agreement with East St. Louis School District 189 in the amount of $3,000,000 through June 30, 2014.

**Next Steps**
Upon Board authorization, Agency staff will enter into an Intergovernmental Agreement with East St. Louis School District 189.
ILLINOIS STATE BOARD OF EDUCATION MEETING
October 23, 2013

TO: Illinois State Board of Education

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

Agenda Topic: Lead Partners to Support District and School Improvement Efforts for the LEAs awarded 1003(g) School Improvement Grant for FY 2014 Exceeding $1 Million.

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent Innovation and Improvement Center
Linda Shay, Division Administrator System of Support and District Intervention

Purpose of Agenda Item
System of Support and District Intervention requests the Board to authorize the State Superintendent to award approval for Consortium for Educational Change and Strategic Learning Initiatives to be designated as an ISBE Approved Lead Partner to support district and school improvement efforts for the LEAs awarded 1003(g) School Improvement Grants. No funding is associated with this award. Each LEA that chooses to contract with a Lead Partner on this list will negotiate their costs.

Relationship to/Implications for the State Board’s Strategic Plan
The Lead Partners will support the following goals:
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to approve the additional Lead Partners to be included in the Approved Provider List. The Lead Partner Approved Provider List is used by LEA’s applying for School Improvement Grant (SIG) 1003 (g) awards.

Background Information
The School Improvement Grant (SIG) program is authorized by Section 1003(g) of Title I of the Elementary and Secondary Act of 1965 (ESEA). These funds are made available from the United States Department of Education (ED) to state education agencies (SEAs) to provide subgrants to local education agencies (LEAs) for use in Title I and Title I eligible schools for the purpose of providing assistance for school improvement, consistent with section 1116 of the ESEA. In awarding such subgrants, the SEA must give priority to those LEAs with the lowest-achieving schools (Tier I and Tier II) that demonstrate: (A) the greatest need for these funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and district improvement, corrective action, and restructuring plans under section 1116. Under the final SIG 1003(g) requirements, the LEA must implement one of the four ED-approved school intervention models which include: Turnaround, Restart, School Closure, or Transformation. The
specifications for these intervention models are detailed in the Guidance on School Improvement Grants under Section 1003(g) of the Elementary and Secondary Act of 1965 issued by ED (see http://www2.ed.gov/programs/sif/sigguidance05242010.pdf).

In Illinois, LEAs that are awarded SIG 1003 (g) funds are required to work with an ISBE approved Lead Partner to implement the selected intervention model. Lead Partners are entities external to the LEA with proven expertise in school reform as well as demonstrated success in turning around persistently low-performing schools. Lead Partners introduce assets such as highly qualified individuals, research-based frameworks for implementing large scale, rapid improvement and sustainable reform, deep expertise in curriculum and instruction, assessment, and maintaining a climate for learning, along with processes for meaningful family and community integration and other topics needed for implementation of one of the four school intervention models.

LEAs are directly responsible for paying the selected Lead Partners pursuant to their executed contracts. In all cases, the agreement must maintain the contractual authority for the LEA to terminate contracts with Lead Partners when identified benchmarks are not achieved, and/or specific outcomes are not accomplished. All contractual terms must align with the SIG 1003(g) requirements, and all Lead Partners must implement their services in accordance with the LEAs' approved grant agreements.

The role of the state education agency has been to pre-qualify high potential entities with proven past performance in school turn-around by hosting a rigorous selection and identification process. LEAs enter into legally binding annual agreements that can be vacated for multiple reasons including sub-standard performance. There are several instances in which districts have been displeased with the performance of a lead partner or concluded that a lack of “fit” existed. “The ‘fit’ encompasses many features including the alignment of a support provider’s expertise to a specific district’s needs and the fit between a district’s challenges and the selected strategies.” Bowles, Susan (2013) In those instances, those agreements were terminated by the LEA and a new Lead Partner was identified by the LEA from the ISBE List of Approved Lead Partners.

Additionally, ISBE is developing an RFSP for a large scale School Improvement 1003(g) and Lead Partner evaluation. This evaluation will determine if the Lead Partners may continue to be on the approved partner list.

Currently there are 16 Lead Partners on the Approved Provider List. It is interesting to note that of the sixteen approved Lead Partners, nine are / have been actively engaged in Illinois:

- AUSL
- Cambridge
- CEC
- CPS Office of School Turn-Around
- IARSS
- Learning Point / AIR
- University of Chicago Network for College Success
- America’s Choice
- Johns Hopkins / Talent Development

The approval process for inclusion on the Lead Partner list is a two phase process. All Lead Partner proposals were first reviewed and evaluated by a panel of three external reviewers regarding quality and history of success in supporting LEAs in the SIG 1003(g) work. Proposals
receiving a sufficient score were forwarded for a cost evaluation. The cost evaluation is a review to assure that the proposed costs to the LEAs are fair and reasonable. Two proposals qualified by attaining a sufficient score on the programmatic review and then their proposed costs were determined to be fair and reasonable for the LEAs should an LEA choose to engage the Lead Partner in their SIG 1003 (g) work.

**Financial Background**
Funding for Lead Partners on the Approved Provider list will be provided by LEAs which have been awarded School Improvement Grants under the SIG 1003 (g) grant.

Each LEA will negotiate cost based on the needs of their school in a Memorandum of Understanding with the Lead Partner. In each proposal, the entity provided the approximate cost based on the region of the state they will be providing services. ISBE determined the cost to be fair and reasonable. The contract period will begin with an LEA once service is needed (upon SIG 1003(g) award) and will extend from the execution date of the contract agreement until June 30 of the fiscal year. There may be two one year renewals available between the LEA and the Lead Partner. Funding in the subsequent renewal periods will be contingent upon a sufficient appropriation for the program, satisfactory progress in the preceding contract period and the production of evidence of significantly improved student achievement and/or achievement of the identified project goals.

The quoted price over a three year period for Consortium for Educational Change is $1,440,000 and the quoted price for Strategic Learning Initiatives is $1,870,737.

**Business Enterprise Program (BEP)**
The BEP goal is not applicable to the Lead Partner Approval process because the LEAs are directly funding each Lead Partner. LEAs will use their School Improvement 1003(g) grant funds to pay the Lead Partners and must negotiate those terms under a memorandum of understanding that is submitted and reviewed by ISBE.

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

**Policy Implications:** None

**Budget Implications:** Districts will fund these lead partners with their School Improvement 1003(g) grant funds.

**Legislative Action:** None

**Communication:** The Lead Partners Approved Provider List will be posted on our website for any LEA to have access in making their decision in working with a Lead Partner. Each proposal will be posted on the website as well for the LEAs to review.

**Pros and Cons of Various Actions**

**Pros:** LEAs make decisions as to which entities on the Approved Provider List will provide services to their schools and this process is reviewed as part of the LEA’s application for SIG 1003(g) funds.

**Cons:** None
**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the following Lead Partners to be added to the Approved Provider List: Consortium for Educational Change and Strategic Learning Initiatives.

**Next Steps**
Upon Board authorization, Agency staff will post the awards on the procurement board and post the names on the ISBE website.
Recommendations to the State Charter Commission
ILLOINIS STATE BOARD OF EDUCATION
MEETING October 23, 2013

TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: Recommendations for QZAB Bond Authorization(s)

Materials: Approval Certificates

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
To review with the Board the applications submitted by the districts listed below for designation of $29,786,000 in bonds from the calendar years 2012 and 2013 ($14,893,000 per year) allocation as Qualified Zone Academy Bonds (QZAB) pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended. The Board previously approved issuing approximately $23.4 million in QZAB authorization at its June and August meetings. These requests will utilize the remainder of the authorized volume cap for 2013.

The allocation requests are summarized below:

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Amount of QZAB Request</th>
<th>2012 Allocation*</th>
<th>2013 Allocation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized amounts available for allocation</td>
<td>$14,893,000</td>
<td>$14,893,000</td>
<td></td>
</tr>
<tr>
<td>Allocation issued at the June 2013 Board meeting</td>
<td>$(10,190,572)</td>
<td>$(0)</td>
<td></td>
</tr>
<tr>
<td>Allocation issued at the August 2013 Board meeting</td>
<td>$(4,702,428)</td>
<td>$(8,567,400)</td>
<td></td>
</tr>
<tr>
<td>Remaining amounts available for allocation</td>
<td>$0</td>
<td>$6,325,600</td>
<td></td>
</tr>
<tr>
<td>DISTRICT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellwood Community Consolidated School District 88</td>
<td>$2,000,000</td>
<td>$0</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Chicago Public Schools 299</td>
<td>$6,593,000</td>
<td>$0</td>
<td>$4,325,600</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$0</td>
<td>$6,325,600</td>
</tr>
</tbody>
</table>

* Allocations can be made for up to two years after the appropriation has been established

Expected Use of QZAB Allocation

Bellwood CCSD 88 Eliminate mildew, replace asphalt playgrounds, boiler repair, and A/C rooftop replacement to provide a safe and improved environment for learning at multiple schools.

CPS 299 Exterior masonry/structural repair, IT infrastructure, roof repair to prevent water infiltration at multiple facilities and renovation and reconstruction to provide a safe and improved environment for learning.
**Relationship to/Implications for the State Board’s Strategic Plan**

QZABs are directly related to all three goals:

**Goal 1:** Every student will demonstrate academic achievement and be prepared for success after high school

**Goal 2:** Every student will be supported by highly prepared and effective teachers and school leaders

**Goal 3:** Every school will offer a safe and healthy learning environment for all students

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

It is expected the Board will approve authority for the above named Districts to issue bonds designated as Qualified Zone Academy Bonds.

**Background Information of Grant**

The Qualified Zone Academy Bond Program, created under Section 226 of the Taxpayer Relief Act of 1997 (P.L. 105-34), is a source of limited financial assistance to rehabilitate or repair public school facilities or provide equipment. The program permits school districts to borrow money from financial institutions at little or no interest by issuing Qualified Zone Academy Bonds. Proceeds of qualified zone academy bonds may be used for four purposes:

- repair or rehabilitation of school buildings
- provision of equipment for the school
- development of course materials for the zone academy
- training teachers and other school personnel

These bonds may not be used for new construction. Bond purchasers receive federal tax credits instead of interest and the school districts’ cost of borrowing is substantially reduced.

The local board must designate the school as a ‘zone academy.’ The school must be located in a federally designated empowerment zone or enterprise community; or at least 35% of schools’ students must be eligible for free or reduced-cost lunches. The school must establish a public-private partnership, and it must secure written commitments from private entities for substantial contributions. Substantial contributions are equal to 10% or more of the capital borrowed on behalf of the zone academy. The local Board must then receive an allocation of borrowing authority from ISBE and issue bonds for one or more of the qualified purposes indicated above.

With the fiscal cliff negotiations and the passage of the American Taxpayers Relief Act of 2012 Congress extended the QZAB Program for two more years. The federal legislation provided for national allocations of $400 million for calendar years 2012 and 2013. The Internal Revenue Service Notice (IRS Notice 2013 – 3) provides that Illinois’ share of these allocations is $14.893 million (for calendar year 2012) and $14.893 million (for calendar year 2013), for a total of $29.786 million.

The Board previously approved $23.4 million in QZAB authorization at its June and August meetings. Two school districts, Bellwood CCSD 88 and Chicago Public Schools had submitted incomplete applications and the two school districts were provided an opportunity to submit complete applications so that the remaining QZAB authority could be awarded.

**Financial Background**

Districts receiving an allocation from the 2012 authorization have until December 2014 to issue the bonds. Districts receiving an allocation from the 2013 authorization have until December 2015 to issue the bonds. Each district will work with their local bond counsel to ensure the issuance is in accordance with the required provisions of the law.
**Business Enterprise Program (BEP)**

This Board agenda item is to authorize specific school districts the ability to issue QZAB bonds. A BEP goal is not required in this instance. School districts are not required to follow the Business Enterprise Program unless they are given school construction funded grant awards of $250,000 or more. In this instance, districts will be utilizing bond issuance proceeds and not State school construction funded grants.

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

**Policy Implications:** None

**Budget Implications:** Dependent upon the size of the bond issuance, school districts will incur a cost to issue the bonds.

**Legislative Action:** None

**Communication:** Upon Board approval, districts will be notified of their authority to issue the bonds.

**Pros and Cons of Various Actions**

**Pros:** School districts that receive the Board’s approval to issue such bonds will be able to issue the bonds at a substantially reduced cost.

**Cons:** None

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

I move that the Illinois State Board of Education approve the applications submitted by the districts listed below for designation of $6,325,600 in bonds from the calendar year 2013 allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (the Qualified Zone Academy Bond Program.)

**Next Steps**

Upon Board authorization, Agency staff will inform districts and provide certification of approval.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Bellwood Community Consolidated School District 88

Designation: $2,000,000 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2013 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 23rd day of October, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Chicago Public School District 299

Designation: $4,325,600 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2013 authority.

_____________________________________________
Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 23rd day of October, 2013.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
      Nicki Bazer, General Counsel
      Matt Vanover, Director of Public Information/Deputy Superintendent

Agenda Topic: Amending Board Bylaws to Eliminate Officer Term Limits

Materials: Article IV of the Board Bylaws

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
To amend the Board Bylaws to eliminate the two-term limit for the Board Vice Chairperson and the Board Secretary.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item directly relates to all aspects of the Board’s Strategic Plan by providing a mechanism for leadership to drive policy and program decisions by the Board.

Expected Outcome(s) of Agenda Item
It is expected the Board will amend the Bylaws removing the term limits for the Board Vice Chairperson and the Board Secretary.

Background Information
Currently, per Section IV.A.5 of the Bylaws, the Vice-Chairperson and the Secretary shall serve for no more than two consecutive two-year terms in the same office. The Board has expressed a desire to remove the term limits and allow members to serve as officers for an unlimited number of terms.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Pros: None
Cons: None

Chairman’s Recommendation
I recommend that the following motion be made:

I hereby recommend amending Section IV.A.5 of the Board Bylaws to eliminate the two term limit for the Board Vice Chairperson and the Board Secretary.

Next Steps
Upon Board authorization, Agency staff will update the Board Bylaws and the website.
ARTICLE IV
OFFICERS

A. Elective Officers

1. The officers of the State Board of Education shall be a Chairperson, Vice-Chairperson, and Secretary.

2. The Chairperson shall be selected by the Governor in accordance with Section 1A-1(b).

3. The Vice-Chairperson and Secretary shall be elected from among, and by the membership of the State Board of Education. This election shall take place biennially in February of odd-numbered years.

4. A nominating committee appointed by the Board Chairperson shall recommend a slate of elective officers to the Board for its consideration. Nominations may also be made from the floor. The elective officers shall be elected by roll call ballot.

5. The terms of the Vice-Chairperson and the Secretary shall be for two years, beginning immediately following their election. The Vice-Chairperson and the Secretary shall serve for no more than two consecutive terms in the same office.

6. Vacancies occurring in the elected offices of the Board shall be filled by the Board at the next regular or special meeting thereof for the unexpired term of such officer.

B. Duties

1. The Chairperson shall preside over all meetings of the Board, call meetings as herein provided, appoint the members and chairs of all Standing and Temporary committees and advisory bodies, represent the Board in ceremonial and other appropriate situations, appoint Board members to act on behalf of the Board in specified circumstances, and perform such other duties as may be vested in him or her by the Board.

2. The Vice-Chairperson shall preside over all meetings in the absence of the Chairperson and perform such other duties as may be vested in him or her by the Chairperson or the Board.

3. The elected Secretary shall review the record of proceedings at all regular, special and emergency meetings of the Board, take the record of the proceedings at closed meetings of the Board, and perform such other duties pertaining to the office as the Board may from time to time direct. In the event that the Secretary is absent from any regular or special meeting of the Board, the Chairperson shall appoint a Board member in attendance at that meeting to serve as Secretary Pro Tem.
TO: Illinois State Board of Education
FROM: Christopher Koch, Ed.D., State Superintendent of Education
       Nicki Bazer, General Counsel
       Matt Vanover, Director of Public Information/Deputy Superintendent

Agenda Topic: Election of Vice Chairperson and Secretary of the Board

Materials: None

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
To elect the Board Vice Chairperson and Secretary.

Relationship to/Implications for the State Board’s Strategic Plan
Election of the Board Vice-Chairperson and Secretary supports the Board’s Strategic Plan, by providing Board leadership in all goal areas.

Expected Outcome(s) of Agenda Item
It is expected the Nominating Committee will recommend one candidate each for the Vice Chairperson and Secretary.

Background Information
Per Section IV.A of the Bylaws, election of the Vice-Chairperson and Secretary shall take place biennially in odd-numbered years. The Board has not yet acted on these elections and is required to do so.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: None

Pros and Cons of Various Actions
Pros: Election of officers is required by the Bylaws and will provide elected leadership for the Board.
Cons: None

Chairman’s Recommendation
I recommend that the following motion be made:

I hereby open the floor for nominations for the Board Vice Chairperson and the Board Secretary.

Next Steps
Upon Board authorization, Agency staff will support the elected Vice-Chairperson and Secretary as needed.
ILLINOIS STATE BOARD OF EDUCATION MEETING
October 23, 2013

TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: Budget Update

Materials: ISBE FY 2015 Budget Process Summary
State Funds Appropriation History
FY 2014 Enacted Budget

Staff Contact(s): Robert Wolfe

Purpose of Agenda Item
The purpose of this agenda item is to provide the Board with information to assist in the development of the FY 2015 budget.

Relationship to/Implications for the State Board’s Strategic Plan
The budget discussion aligns with the Board’s determination to provide adequate resources to all school districts so that programs can be implemented to achieve all three of the Board’s Goals.

Expected Outcome(s) of Agenda Item
This is an informational item. It is expected the Board will consider this information as it develops the FY 2015 budget.

Background Information
In the fall of each year, the State Board of Education begins discussions on a budget for the next fiscal year. As in past years, the Board is holding a series of public hearings throughout the state to allow constituents to advocate for items in the agency’s budget. Additionally, the Board will be hearing testimony regarding the education funding formula that will be shared with the Senate Education Funding Advisory Committee in their efforts to propose a state education funding system that provides adequate, equitable, transparent and accountable distribution of funds to school districts that will prepare students for achievement and success after high school. Staff will analyze public comment and provide recommendation through preliminary discussion to assist the Board in developing their recommendations. The Board will finalize a budget recommendation at its January meeting, and that recommendation will be forwarded to the Governor and General Assembly for their consideration. During the spring, the Superintendent and staff participate in General Assembly appropriation committee hearings to advocate for the Board’s recommendation.

Superintendent’s Recommendation
This item is for information purposes only.

Next Steps
Staff will complete an analysis of each key element of the budget including items such as General State Aid, Mandated Categorical Reimbursements and Operations Budget. These
analyses will be presented at the December meeting. The Board will prepare a FY 2015 recommendation at the January Board meeting.
**ISBE FY 2015 Budget Process Summary**

**Board Strategic Funding Priorities**
In developing prior fiscal years’ budget recommendations, the Board prioritized spending on programs that:

- Met the Board’s strategic plan and supported its goals for academic achievement, highly prepared and effective teachers, and a safe and healthy learning environment,
- Leveraged General Revenue Funds needed to match federally funded programs and demonstrate maintenance of effort,
- Provided the greatest flexibility for local decisions in directing resources, and
- Supported the largest number of children in need.

**Board Funding History**
Fiscal Year 2014 reversed the trend of appropriation reductions for K-12 education. The total appropriation level for FY 2014 increased $137 million; however the cumulative reduction in appropriations since FY 2009 is $715 million. The FY 2014 General State Aid Claim maintained a proration level of 89%, resulting in three consecutive years of proration of the General State Aid Claim. The legislatively set Foundation Level remains stagnant at $6,119.

**FY 2015 Budget Public Hearings**
In preparation for the FY 2015 Budget, the board is soliciting public input in a series of five hearings throughout Illinois, including here at the October State Board meeting in Carbondale. The other locations and dates are as follows:

- November 12  Champaign
- November 14  Grayslake
- November 20  Macomb
- November 22  Chicago

A summary of the requests made at these hearings will be provided to the Board at the December Board Meeting.

**General State Aid and Mandated Categorical Reimbursements**
Staff has commenced the process of forecasting the cost of the FY 2015 General State Aid and Mandated Categorical Reimbursement claims, which accounts for nearly 93% of the ISBE General Funds budget, at 100% funding levels for the Board’s review and consideration.

**Grant Programs**
Staff will be developing recommendations for FY 2015 funding levels for the various grant programs based upon stakeholder input from the Budget Hearings as well as ensuring that funding supports the largest number of children in need.

**Operations Budget**
Budget and Financial Management Division Staff are currently in the process of meeting with agency management staff to begin the process of identifying funding needs for FY 2015. For administrative funding, staff will be developing a FY 2015 request which will maintain adequate
staffing levels and fund contractual services obligations necessary for ISBE to meet state and federal statutory requirements, as well as fund initiatives which are in alignment with the Board’s Strategic Plan. This process will continue with agency management and a recommendation will be presented at the December Board Meeting.
<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid</td>
<td>$4,454,500</td>
<td>$4,607,668</td>
<td>$4,615,975</td>
<td>$4,600,305</td>
<td>$4,448,104</td>
<td>$4,286,752</td>
<td>$4,442,198</td>
</tr>
<tr>
<td>Mandated Categoricals</td>
<td>1,677,253</td>
<td>1,799,805</td>
<td>1,944,078</td>
<td>1,845,847</td>
<td>1,781,628</td>
<td>1,755,948</td>
<td>$1,749,948</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>343,255</td>
<td>380,261</td>
<td>342,235</td>
<td>342,235</td>
<td>325,124</td>
<td>300,192</td>
<td>$300,192</td>
</tr>
<tr>
<td>ADA Block Grant</td>
<td>74,841</td>
<td>74,841</td>
<td>18,710</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reading Improvement Block Grant</td>
<td>76,140</td>
<td>76,140</td>
<td>68,525</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>74,552</td>
<td>75,652</td>
<td>68,086</td>
<td>63,381</td>
<td>63,381</td>
<td>63,381</td>
<td>63,381</td>
</tr>
<tr>
<td>Transitional Assistance</td>
<td>5,000</td>
<td>19,210</td>
<td>-</td>
<td>1,800</td>
<td>2,805</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>District Consolidation Costs</td>
<td>7,850</td>
<td>7,850</td>
<td>3,700</td>
<td>3,700</td>
<td>1,800</td>
<td>2,805</td>
<td>2,500</td>
</tr>
<tr>
<td>Textbook Loans</td>
<td>42,827</td>
<td>42,826</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Grants</td>
<td>303,632</td>
<td>293,083</td>
<td>194,331</td>
<td>139,879</td>
<td>117,066</td>
<td>105,579</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL STATE FUNDS</strong></td>
<td><strong>$7,083,494</strong></td>
<td><strong>$7,401,840</strong></td>
<td><strong>$7,282,190</strong></td>
<td><strong>$7,019,761</strong></td>
<td><strong>$6,750,387</strong></td>
<td><strong>$6,549,798</strong></td>
<td><strong>$6,686,979</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Change FY07-FY08</th>
<th>Change FY08-FY09</th>
<th>Change FY09-FY10</th>
<th>Change FY10-FY11</th>
<th>Change FY11-FY12</th>
<th>Change FY12-FY13</th>
<th>Change FY13-FY14</th>
<th>Change FY09-FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid</td>
<td>$288,170</td>
<td>$153,168</td>
<td>$8,307</td>
<td>$(15,670)</td>
<td>$(152,201)</td>
<td>$(262,429)</td>
<td>$(269,374)</td>
<td>$(165,470)</td>
</tr>
<tr>
<td>Mandated Categoricals</td>
<td>195,831</td>
<td>122,552</td>
<td>144,273</td>
<td>$(98,231)</td>
<td>$(64,219)</td>
<td>$(24,932)</td>
<td>$(23,181)</td>
<td>$(49,857)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>25,000</td>
<td>37,007</td>
<td>$(38,026)</td>
<td>$(17,111)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
</tr>
<tr>
<td>ADA Block Grant</td>
<td>-</td>
<td>$(56,131)</td>
<td>$(18,710)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
</tr>
<tr>
<td>Reading Improvement Block Grant</td>
<td>-</td>
<td>0</td>
<td>$(68,525)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
<td>$(7,615)</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>8,000</td>
<td>1,100</td>
<td>$(7,566)</td>
<td>$(19,210)</td>
<td>$(19,210)</td>
<td>$(19,210)</td>
<td>$(19,210)</td>
<td>$(19,210)</td>
</tr>
<tr>
<td>Transitional Assistance</td>
<td>$(6,800)</td>
<td>14,210</td>
<td>$(26,550)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>District Consolidation Costs</td>
<td>-</td>
<td>-</td>
<td>$(1,900)</td>
<td>$(1,900)</td>
<td>$(1,900)</td>
<td>$(1,900)</td>
<td>$(1,900)</td>
<td>$(1,900)</td>
</tr>
<tr>
<td>Textbook Loans</td>
<td>13,700</td>
<td>$(42,826)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$(42,826)</td>
</tr>
<tr>
<td>Other Grants</td>
<td>53,383</td>
<td>$(10,549)</td>
<td>$(98,752)</td>
<td>$(54,452)</td>
<td>$(31,683)</td>
<td>$(8,870)</td>
<td>$(11,487)</td>
<td>$(187,504)</td>
</tr>
<tr>
<td>Agency Operations</td>
<td>871</td>
<td>859</td>
<td>2,046</td>
<td>$(2,136)</td>
<td>$(2,260)</td>
<td>$(1,500)</td>
<td>$(1,323)</td>
<td>$(1,323)</td>
</tr>
<tr>
<td><strong>TOTAL STATE FUNDS</strong></td>
<td><strong>$578,155</strong></td>
<td><strong>$318,346</strong></td>
<td><strong>$119,850</strong></td>
<td><strong>$262,429</strong></td>
<td><strong>$269,374</strong></td>
<td><strong>$200,589</strong></td>
<td><strong>$137,181</strong></td>
<td><strong>$714,861</strong></td>
</tr>
</tbody>
</table>
## GENERAL FUNDS

### General State Aid

<table>
<thead>
<tr>
<th>Category</th>
<th>FY13 Appropriation</th>
<th>FY14 ISBE Recommend</th>
<th>FY14 Board Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory Foundation Level</td>
<td>$6,119</td>
<td>$6,119</td>
<td>$6,119</td>
<td>$6,119</td>
<td>Pro-rated 89%</td>
</tr>
<tr>
<td>GSA Formula Grant</td>
<td>2,684,807.0</td>
<td>3,072,235.0</td>
<td>2,522,752.0</td>
<td>X</td>
<td>0.0%</td>
</tr>
<tr>
<td>GSA Poverty Grant</td>
<td>1,581,627.7</td>
<td>1,934,613.6</td>
<td>1,588,598.8</td>
<td>X</td>
<td>0.0%</td>
</tr>
<tr>
<td>Net Adjustments</td>
<td>20,317.8</td>
<td>25,000.0</td>
<td>25,000.0</td>
<td>X</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, General State Aid</strong></td>
<td>4,286,752.5</td>
<td>5,031,849.5</td>
<td>4,136,350.8</td>
<td>4,442,198.3</td>
<td>155,445.8 3.6%</td>
</tr>
<tr>
<td><strong>Mandated Categoricals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp Ed - Personnel Reimbursement</td>
<td>440,200.0</td>
<td>440,500.0</td>
<td>440,500.0</td>
<td>440,200.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sp Ed - Funding for Children Requiring Sp Ed Services</td>
<td>314,196.1</td>
<td>303,091.7</td>
<td>303,091.7</td>
<td>303,091.7</td>
<td>(11,104.4) -3.5%</td>
</tr>
<tr>
<td>Sp Ed - Orphanage Tuition</td>
<td>111,000.0</td>
<td>105,000.0</td>
<td>105,000.0</td>
<td>105,000.0</td>
<td>(6,000.0) -5.4%</td>
</tr>
<tr>
<td>Sp Ed - Private Tuition</td>
<td>206,843.3</td>
<td>219,119.0</td>
<td>219,119.0</td>
<td>218,947.7</td>
<td>12,104.4 5.9%</td>
</tr>
<tr>
<td>Sp Ed - Summer School</td>
<td>10,100.0</td>
<td>10,500.0</td>
<td>10,500.0</td>
<td>10,100.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sp Ed - Transportation</td>
<td>440,500.0</td>
<td>450,300.0</td>
<td>450,300.0</td>
<td>440,500.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Special Ed Categoricals</strong></td>
<td>1,522,839.4</td>
<td>1,528,510.7</td>
<td>1,528,510.7</td>
<td>1,517,839.4</td>
<td>(5,000.0) -0.3%</td>
</tr>
<tr>
<td>Illinois Free Lunch/Breakfast</td>
<td>14,300.0</td>
<td>14,300.0</td>
<td>14,300.0</td>
<td>14,300.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Orphanage Tuition</td>
<td>13,000.0</td>
<td>12,000.0</td>
<td>12,000.0</td>
<td>12,000.0</td>
<td>(1,000.0) -7.7%</td>
</tr>
<tr>
<td>Transportation - Regular/Vocational</td>
<td>205,808.9</td>
<td>205,808.9</td>
<td>60,179.4</td>
<td>205,808.9</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Mandated Categoricals</strong></td>
<td>1,755,948.3</td>
<td>1,760,619.6</td>
<td>1,609,690.1</td>
<td>1,749,948.3</td>
<td>(6,000.0) -0.3%</td>
</tr>
<tr>
<td><strong>Standards and Assessments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>27,400.0</td>
<td>35,500.0</td>
<td>27,400.0</td>
<td>24,870.0</td>
<td>(2,530.0) -9.2%</td>
</tr>
<tr>
<td>ACT Writing Exam</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>2,530.0</td>
<td>2,530.0</td>
</tr>
<tr>
<td>Growth Model</td>
<td>0.0</td>
<td>2,400.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Learning Stds &amp; Assessments/Stds Materials &amp; Training</td>
<td>2,000.0</td>
<td>2,000.0</td>
<td>2,000.0</td>
<td>(2,000.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Standards, Assessments and Accountability</strong></td>
<td>29,400.0</td>
<td>39,900.0</td>
<td>29,400.0</td>
<td>27,400.0</td>
<td>(2,000.0) -6.8%</td>
</tr>
<tr>
<td><strong>Academic Improvement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>300,192.4</td>
<td>340,192.4</td>
<td>300,192.4</td>
<td>300,192.4</td>
<td>0.0%</td>
</tr>
<tr>
<td>ECE Infrastructure &amp; Administration</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>6,230.0</td>
<td>6,230.0</td>
</tr>
<tr>
<td>ECE Grants</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>293,962.4</td>
<td>293,962.4</td>
</tr>
<tr>
<td>Arts and Foreign Language</td>
<td>500.0</td>
<td>500.0</td>
<td>500.0</td>
<td>0.0</td>
<td>(500.0) -100.0%</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>63,381.2</td>
<td>74,381.2</td>
<td>63,381.2</td>
<td>63,381.2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Bilingual Infrastructure &amp; Administration</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>61,381.2</td>
<td>61,381.2</td>
</tr>
</tbody>
</table>

### Comparison of FY 2014 Enacted to FY13 Appropriation and FY14 Board Recommendation

<table>
<thead>
<tr>
<th>Category</th>
<th>FY13 Appropriation</th>
<th>FY14 ISBE Recommend</th>
<th>FY14 Board Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>% Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandated Categoricals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards and Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**ILLINOIS STATE BOARD OF EDUCATION**

**FY2014 Operating Budget**

Public Acts 98-033 & 98-034
<table>
<thead>
<tr>
<th><strong>FY13</strong> ISBE Appropriation</th>
<th>FY14 ISBE ISBE Appropriation</th>
<th>FY14 Governor's Recommend</th>
<th>FY14 Enacted</th>
<th>P.A. 98-033 Enacted</th>
<th>FY14 Board Governor's P.A. 98-033</th>
<th>Comparison of FY 2014 Enacted</th>
<th>$ Increase</th>
<th>% Increase</th>
<th>$ Increase</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($27.0)</td>
<td>-5.1%</td>
<td>($250.0)</td>
<td>-33.3%</td>
</tr>
<tr>
<td>Advance Placement Classes</td>
<td>527.0</td>
<td>750.0</td>
<td>527.0</td>
<td>500.0</td>
<td></td>
<td></td>
<td>($27.0)</td>
<td>-5.1%</td>
<td>($250.0)</td>
<td>-33.3%</td>
</tr>
<tr>
<td>Agricultural Education A</td>
<td>1,800.0</td>
<td>1,800.0</td>
<td>1,800.0</td>
<td>1,250.0</td>
<td></td>
<td></td>
<td>($550.0)</td>
<td>-30.6%</td>
<td>($550.0)</td>
<td>-30.6%</td>
</tr>
<tr>
<td>Career and Technical Education Programs</td>
<td>38,062.1</td>
<td>38,062.1</td>
<td>38,062.1</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Subtotal Career and College Readiness</td>
<td>40,389.1</td>
<td>40,612.1</td>
<td>40,389.1</td>
<td>39,812.1</td>
<td></td>
<td></td>
<td>($577.0)</td>
<td>-1.4%</td>
<td>($800.0)</td>
<td>-2.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Academic Improvement</strong></td>
<td>404,462.7</td>
<td>455,685.7</td>
<td>404,462.7</td>
<td>403,385.7</td>
<td></td>
<td></td>
<td>($1,077.0)</td>
<td>-0.3%</td>
<td>($52,300.0)</td>
<td>-11.5%</td>
</tr>
<tr>
<td><strong>School Reform and Accountability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($3,997.2)</td>
<td>-79.9%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Lowest Performing Schools</td>
<td>1,002.8</td>
<td>5,000.0</td>
<td>1,002.8</td>
<td>1,002.8</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Statewide System of Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Children's Mental Health Partnership</td>
<td>300.0</td>
<td>300.0</td>
<td>300.0</td>
<td>300.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>State and District Technology Support</td>
<td>3,000.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td>2,500.0</td>
<td></td>
<td></td>
<td>($500.0)</td>
<td>-16.7%</td>
<td>($500.0)</td>
<td>-16.7%</td>
</tr>
<tr>
<td><strong>Subtotal, School Reform and Accountability</strong></td>
<td>4,302.8</td>
<td>8,300.0</td>
<td>4,302.8</td>
<td>3,802.8</td>
<td></td>
<td></td>
<td>($500.0)</td>
<td>-11.6%</td>
<td>($4,497.2)</td>
<td>-54.2%</td>
</tr>
<tr>
<td><strong>Regional Delivery System</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($2,997.2)</td>
<td>-100.0%</td>
<td>($10,100.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Regional Offices of Education - Bus Driver Training B</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>($70.0)</td>
<td>-100.0%</td>
<td>($70.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Regional Offices of Education - Salaries B</td>
<td>0.0</td>
<td>10,100.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Regional Offices of Education - School Services B</td>
<td>2,225.1</td>
<td>6,500.0</td>
<td>0.0</td>
<td>2,225.1</td>
<td></td>
<td></td>
<td>($2,225.1)</td>
<td>-100.0%</td>
<td>($6,500.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Regional Offices of Education</strong></td>
<td>2,295.1</td>
<td>16,670.0</td>
<td>70.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>($2,295.1)</td>
<td>-100.0%</td>
<td>($16,670.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($150.0)</td>
<td>-60.0%</td>
<td>($150.0)</td>
<td>-60.0%</td>
</tr>
<tr>
<td>Autism</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Blind and Dyslexic</td>
<td>816.6</td>
<td>816.6</td>
<td>816.6</td>
<td>816.6</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Community and Residential Services Authority</td>
<td>592.3</td>
<td>592.3</td>
<td>592.3</td>
<td>592.3</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Materials Center for the Visually Impaired</td>
<td>1,421.1</td>
<td>1,421.1</td>
<td>1,421.1</td>
<td>1,421.1</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Philip J. Rock Center and School</td>
<td>3,577.8</td>
<td>3,577.8</td>
<td>3,577.8</td>
<td>3,577.8</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Special Education</strong></td>
<td>6,507.8</td>
<td>6,657.8</td>
<td>6,507.8</td>
<td>6,507.8</td>
<td></td>
<td></td>
<td>($150.0)</td>
<td>-2.3%</td>
<td>($150.0)</td>
<td>-2.3%</td>
</tr>
<tr>
<td><strong>Educator Quality and Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($2,225.0)</td>
<td>-10.1%</td>
<td>($7,075.0)</td>
<td>-78.0%</td>
</tr>
<tr>
<td>National Board Certification</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Teach for America</td>
<td>1,225.0</td>
<td>1,975.0</td>
<td>1,225.0</td>
<td>1,000.0</td>
<td></td>
<td></td>
<td>($225.0)</td>
<td>-18.4%</td>
<td>($975.0)</td>
<td>-49.4%</td>
</tr>
<tr>
<td>Performance Evaluations</td>
<td>0.0</td>
<td>200.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>NA</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Principal Mentoring Program</td>
<td>0.0</td>
<td>900.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>NA</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Teacher and Administrator Mentoring Program</td>
<td>0.0</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>NA</td>
<td>-100.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Educator Quality and Support</strong></td>
<td>2,225.0</td>
<td>9,075.0</td>
<td>2,225.0</td>
<td>2,000.0</td>
<td></td>
<td></td>
<td>($225.0)</td>
<td>-10.1%</td>
<td>($7,075.0)</td>
<td>-78.0%</td>
</tr>
<tr>
<td><strong>Other Statewide District Categorical Assistance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($1,450.0)</td>
<td>-36.7%</td>
<td>($12,140.0)</td>
<td>-89.0%</td>
</tr>
<tr>
<td>District Consolidation Costs</td>
<td>2,805.0</td>
<td>3,950.0</td>
<td>2,805.0</td>
<td>2,500.0</td>
<td></td>
<td></td>
<td>($305.0)</td>
<td>-10.9%</td>
<td>($1,450.0)</td>
<td>-36.7%</td>
</tr>
<tr>
<td>Financial Oversight /School Management Assistance</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>0.0%</td>
<td>NA</td>
<td>0.0%</td>
</tr>
<tr>
<td>East St. Louis District 189</td>
<td>9,000.0</td>
<td>0.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td></td>
<td></td>
<td>($6,000.0)</td>
<td>-66.7%</td>
<td>3,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>School District Emergency Financial Assistance Fund Deposit</td>
<td>0.0</td>
<td>13,640.0</td>
<td>0.0</td>
<td>1,500.0</td>
<td></td>
<td></td>
<td>1,500.0</td>
<td>NA</td>
<td>(12,140.0)</td>
<td>-89.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Other Statewide District Categorical Assistance</strong></td>
<td>11,805.0</td>
<td>17,590.0</td>
<td>2,805.0</td>
<td>7,000.0</td>
<td></td>
<td></td>
<td>($4,805.0)</td>
<td>-40.7%</td>
<td>($10,590.0)</td>
<td>-60.2%</td>
</tr>
</tbody>
</table>
### Comparison of FY 2014 Enacted

<table>
<thead>
<tr>
<th>$000s</th>
<th>FY13 ISBE Appropriation</th>
<th>FY14 Board Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Health and Safety Initiatives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Learning/Regional Safe Schools</td>
<td>6,539.3</td>
<td>9,341.9</td>
<td>6,539.3</td>
<td>6,300.0</td>
<td>(239.3)</td>
<td>-3.7%</td>
<td>(3,041.9)</td>
<td>-32.6%</td>
</tr>
<tr>
<td>Homeless Education</td>
<td>0.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>(3,000.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>School Security Grant Program</td>
<td>12,000.0</td>
<td>12,000.0</td>
<td>12,000.0</td>
<td>11,500.0</td>
<td>(500.0)</td>
<td>-4.2%</td>
<td>(500.0)</td>
<td>-4.2%</td>
</tr>
<tr>
<td>Subtotal, Health &amp; Safety Initiatives before lump sums</td>
<td>18,539.3</td>
<td>44,341.9</td>
<td>18,539.3</td>
<td>17,800.0</td>
<td>(739.3)</td>
<td>-4.0%</td>
<td>(26,541.9)</td>
<td>-59.9%</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Matters</td>
<td>2,500.0</td>
<td>0.0</td>
<td>2,500.0</td>
<td>2,000.0</td>
<td>(500.0)</td>
<td>-20.0%</td>
<td>2,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>Tax Equivalent Grants</td>
<td>222.6</td>
<td>222.6</td>
<td>222.6</td>
<td>222.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Illinois Coalition for Immigrant and Refugee Rights</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>1,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>Subtotal, Miscellaneous</td>
<td>3,722.6</td>
<td>222.6</td>
<td>2,722.6</td>
<td>3,572.6</td>
<td>(150.0)</td>
<td>-4.0%</td>
<td>3,350.0</td>
<td>1504.9%</td>
</tr>
<tr>
<td><strong>Subtotal Grants without GSA/MCATS</strong></td>
<td>483,444.3</td>
<td>598,627.0</td>
<td>471,219.2</td>
<td>471,652.9</td>
<td>-11,791.3</td>
<td>-2.4%</td>
<td>-126,974.1</td>
<td>-21.2%</td>
</tr>
<tr>
<td><strong>TOTAL - GRANTS</strong></td>
<td>6,526,145.1</td>
<td>7,391,096.1</td>
<td>6,217,260.1</td>
<td>6,663,799.5</td>
<td>137,654.4</td>
<td>2.1%</td>
<td>(727,296.6)</td>
<td>-9.8%</td>
</tr>
</tbody>
</table>

### ADMINISTRATION --GENERAL FUNDS

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY14 Enacted P.A. 98-034</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>16,036.3</td>
<td>16,036.3</td>
<td>16,036.3</td>
<td>0.0</td>
<td>(16,036.3)</td>
<td>-100.0%</td>
<td>(16,036.3)</td>
</tr>
<tr>
<td>Retirement Pick-Up</td>
<td>191.8</td>
<td>191.8</td>
<td>191.8</td>
<td>0.0</td>
<td>(191.8)</td>
<td>-100.0%</td>
<td>(191.8)</td>
</tr>
<tr>
<td>Social Security/Medicare</td>
<td>517.6</td>
<td>517.6</td>
<td>517.6</td>
<td>0.0</td>
<td>(517.6)</td>
<td>-100.0%</td>
<td>(517.6)</td>
</tr>
<tr>
<td><strong>Sub-Total Personal Services and Benefits</strong></td>
<td>16,745.7</td>
<td>16,945.7</td>
<td>16,945.7</td>
<td>0.0</td>
<td>(16,745.7)</td>
<td>-100.0%</td>
<td>(16,945.7)</td>
</tr>
<tr>
<td>Contractual</td>
<td>6,000.0</td>
<td>6,000.0</td>
<td>6,000.0</td>
<td>0.0</td>
<td>(6,000.0)</td>
<td>-100.0%</td>
<td>(6,000.0)</td>
</tr>
<tr>
<td>Travel</td>
<td>166.3</td>
<td>300.0</td>
<td>166.3</td>
<td>0.0</td>
<td>(166.3)</td>
<td>-100.0%</td>
<td>(300.0)</td>
</tr>
<tr>
<td>Commodities</td>
<td>71.3</td>
<td>71.3</td>
<td>71.3</td>
<td>0.0</td>
<td>(71.3)</td>
<td>-100.0%</td>
<td>(71.3)</td>
</tr>
<tr>
<td>Equipment</td>
<td>132.2</td>
<td>132.2</td>
<td>132.2</td>
<td>0.0</td>
<td>(132.2)</td>
<td>-100.0%</td>
<td>(132.2)</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>450.0</td>
<td>450.0</td>
<td>450.0</td>
<td>0.0</td>
<td>(450.0)</td>
<td>-100.0%</td>
<td>(450.0)</td>
</tr>
<tr>
<td>Operation of Automotive Equipment</td>
<td>23.8</td>
<td>23.8</td>
<td>23.8</td>
<td>0.0</td>
<td>(23.8)</td>
<td>-100.0%</td>
<td>(23.8)</td>
</tr>
<tr>
<td>GRF Administrative Lump Sum</td>
<td>23,654.0</td>
<td>23,987.7</td>
<td>23,854.0</td>
<td>23,180.9</td>
<td>(23,654.0)</td>
<td>-100.0%</td>
<td>23,180.9</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>23,180.9</td>
</tr>
<tr>
<td><strong>Subtotal, Lump Sums</strong></td>
<td>23,654.0</td>
<td>23,987.7</td>
<td>23,854.0</td>
<td>23,180.9</td>
<td>(473.0)</td>
<td>-2.0%</td>
<td>(806.8)</td>
</tr>
<tr>
<td><strong>TOTAL - ADMINISTRATION AND LUMP SUMS</strong></td>
<td>6,549,799.0</td>
<td>7,415,083.8</td>
<td>6,241,114.1</td>
<td>6,686,980.4</td>
<td>137,181.4</td>
<td>2.1%</td>
<td>(728,103.4)</td>
</tr>
</tbody>
</table>
### OTHER STATE FUNDS

#### ADMINISTRATION—OTHER STATE FUNDS

<table>
<thead>
<tr>
<th></th>
<th>FY13 ISBE Appropriation</th>
<th>FY14 Board Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>FY14 Enacted P.A. 98-034</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary &amp; Contingent Expenses - Indirect Cost Recovery</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - Chicago Teacher Cert. Fees</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - Teacher Certificate Fees</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - School Infrastructure Fund</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Subtotal, Lump Sums</strong></td>
<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL - ADMINISTRATION</strong></td>
<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
<td>0.0</td>
</tr>
</tbody>
</table>

#### GRANTS—OTHER STATE FUNDS

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>FY13 ISBE Appropriation</th>
<th>FY14 Board Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>FY14 Enacted P.A. 98-034</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Rescue Fund</td>
<td>200.0</td>
<td>200.0</td>
<td>200.0</td>
<td>200.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Charter Schools Revolving Loan Fund</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Drivers Education Fund</td>
<td>17,500.0</td>
<td>15,000.0</td>
<td>15,000.0</td>
<td>15,000.0</td>
<td>(2,500.0)</td>
</tr>
<tr>
<td>Downstate Transit Improvement Fund - Agriculture Education</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>550.0</td>
<td>550.0</td>
</tr>
<tr>
<td>Personal Property Replacement Tax Fund - ROE Salaries</td>
<td>12,025.0</td>
<td>0.0</td>
<td>12,025.0</td>
<td>12,400.0</td>
<td>375.0</td>
</tr>
<tr>
<td>Personal Property Replacement Tax Fund - ROE Services</td>
<td>0.0</td>
<td>0.0</td>
<td>2,225.0</td>
<td>2,225.0</td>
<td>2,225.0</td>
</tr>
<tr>
<td>Personal Property Replacement Tax Fund - Bus Driver Training</td>
<td>0.0</td>
<td>0.0</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>School District Emergency Financial Assistance Fund</td>
<td>1,000.0</td>
<td>14,640.0</td>
<td>1,000.0</td>
<td>16,140.0</td>
<td>15,140.0</td>
</tr>
<tr>
<td>School Technology Revolving Loan Fund</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Temporary Relocation Expenses Revolving Grant Fund</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>0.0</td>
</tr>
<tr>
<td>State Charter School Commission Fund</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Subtotal, Grants</strong></td>
<td><strong>46,229.8</strong></td>
<td><strong>45,344.8</strong></td>
<td><strong>45,954.8</strong></td>
<td><strong>62,089.8</strong></td>
<td><strong>15,860.0</strong></td>
</tr>
<tr>
<td><strong>TOTAL - GRANTS</strong></td>
<td><strong>46,229.8</strong></td>
<td><strong>45,344.8</strong></td>
<td><strong>45,954.8</strong></td>
<td><strong>62,089.8</strong></td>
<td><strong>15,860.0</strong></td>
</tr>
</tbody>
</table>

#### OTHER STATE FUNDS TOTAL

<table>
<thead>
<tr>
<th></th>
<th>FY13 ISBE Appropriation</th>
<th>FY14 Board Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>FY14 Enacted P.A. 98-034</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL - OTHER STATE FUNDS</strong></td>
<td><strong>61,053.9</strong></td>
<td><strong>60,168.9</strong></td>
<td><strong>60,778.9</strong></td>
<td><strong>76,913.9</strong></td>
<td><strong>15,860.0</strong></td>
</tr>
<tr>
<td>FEDERAL FUNDS</td>
<td>ADMINISTRATION Operations</td>
<td>FY13 Appropriation</td>
<td>FY14 Board Recommend</td>
<td>FY14 Governor's Budget</td>
<td>FY14 Enacted P.A. 98-033</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>Personal Services</td>
<td>17,375.7</td>
<td>17,897.0</td>
<td>17,897.0</td>
<td>17,897.0</td>
</tr>
<tr>
<td></td>
<td>Retirement Pick-Up</td>
<td>109.4</td>
<td>114.9</td>
<td>114.9</td>
<td>114.9</td>
</tr>
<tr>
<td></td>
<td>Retirement</td>
<td>7,507.5</td>
<td>7,732.7</td>
<td>7,732.7</td>
<td>7,732.7</td>
</tr>
<tr>
<td></td>
<td>Social Security/Medicare</td>
<td>1,222.6</td>
<td>1,259.3</td>
<td>1,259.3</td>
<td>1,259.3</td>
</tr>
<tr>
<td></td>
<td>Group Insurance</td>
<td>5,022.2</td>
<td>5,203.8</td>
<td>5,203.8</td>
<td>5,203.8</td>
</tr>
<tr>
<td></td>
<td>Sub-Total Personal Services and Benefits</td>
<td>31,267.4</td>
<td>32,207.7</td>
<td>32,207.7</td>
<td>32,207.7</td>
</tr>
<tr>
<td></td>
<td>Contractual</td>
<td>25,525.5</td>
<td>26,525.5</td>
<td>26,525.5</td>
<td>26,525.5</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
<td>2,030.0</td>
<td>2,030.0</td>
<td>2,030.0</td>
<td>2,030.0</td>
</tr>
<tr>
<td></td>
<td>Commodities</td>
<td>410.0</td>
<td>410.0</td>
<td>410.0</td>
<td>410.0</td>
</tr>
<tr>
<td></td>
<td>Printing</td>
<td>498.0</td>
<td>498.0</td>
<td>498.0</td>
<td>498.0</td>
</tr>
<tr>
<td></td>
<td>Equipment</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>1,000.0</td>
</tr>
<tr>
<td></td>
<td>Telecommunications</td>
<td>459.0</td>
<td>459.0</td>
<td>459.0</td>
<td>459.0</td>
</tr>
<tr>
<td></td>
<td>Subtotal, Operations</td>
<td>61,189.9</td>
<td>63,130.2</td>
<td>63,130.2</td>
<td>63,130.2</td>
</tr>
<tr>
<td></td>
<td>Total – ADMINISTRATION</td>
<td>61,189.9</td>
<td>63,130.2</td>
<td>63,130.2</td>
<td>63,130.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRANTS</th>
<th>Career and Technical Education</th>
<th>FY13 Appropriation</th>
<th>FY14 Board Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>P.A. 98-034</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career and Technical Education - Basic</td>
<td>55,000.0</td>
<td>55,000.0</td>
<td>55,000.0</td>
<td>55,000.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Career and Technical Education - Tech Prep</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(100.0)</td>
</tr>
<tr>
<td></td>
<td>Subtotal, Career and Technical Education</td>
<td>55,100.0</td>
<td>55,000.0</td>
<td>55,000.0</td>
<td>55,000.0</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subtotal, Child Nutrition</td>
<td>725,000.0</td>
<td>725,000.0</td>
<td>725,000.0</td>
<td>725,000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individuals with Disabilities Act</th>
<th>Individuals with Disabilities Education Act</th>
<th>FY13 Appropriation</th>
<th>FY14 Board Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>P.A. 98-034</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individuals with Disabilities Education Act - Deaf and Blind</td>
<td>700,000.0</td>
<td>700,000.0</td>
<td>700,000.0</td>
<td>700,000.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Individuals with Disabilities Education Act - Preschool</td>
<td>500.0</td>
<td>500.0</td>
<td>500.0</td>
<td>500.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Individuals with Disabilities Education Act - State Improvement</td>
<td>4,000.0</td>
<td>4,350.0</td>
<td>4,350.0</td>
<td>4,350.0</td>
<td>350.0</td>
</tr>
<tr>
<td></td>
<td>Bellfaire JCB</td>
<td>500.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(500.0)</td>
<td>-100.0</td>
</tr>
<tr>
<td></td>
<td>Subtotal, Individuals with Disabilities Act</td>
<td>730,000.0</td>
<td>729,850.0</td>
<td>729,850.0</td>
<td>729,850.0</td>
<td>-150.0</td>
</tr>
</tbody>
</table>
## NCLB (excluding Assessments)

<table>
<thead>
<tr>
<th>Program</th>
<th>FY13 Appropriation</th>
<th>FY14 Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted P.A. 98-033</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB - Title I - Advanced Placement Program</td>
<td>3,000.0</td>
<td>3,000.0</td>
<td>3,000.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title I</td>
<td>825,000.0</td>
<td>930,000.0</td>
<td>930,000.0</td>
<td>930,000.0</td>
<td>105,000.0</td>
<td>12.7%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title I - ARRA</td>
<td>150,000.0</td>
<td>73,400.0</td>
<td>73,400.0</td>
<td>73,400.0</td>
<td>(76,600.0)</td>
<td>-61.1%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title I - Striving Readers</td>
<td>500.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(500.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>NCLB - Title II - Enhancing Education Through Technology</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(5,000.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>NCLB - Title II - Enhancing Education Through Technology - ARRA</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(100.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>NCLB - Title II - Math/Science Partnerships</td>
<td>14,000.0</td>
<td>14,000.0</td>
<td>14,000.0</td>
<td>14,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title II - Teacher/Principal Training</td>
<td>157,000.0</td>
<td>157,000.0</td>
<td>157,000.0</td>
<td>157,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title III - Language Acquisition</td>
<td>45,000.0</td>
<td>45,250.0</td>
<td>45,250.0</td>
<td>45,250.0</td>
<td>250.0</td>
<td>0.6%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title IV - 21st Century/Community Service Programs</td>
<td>65,000.0</td>
<td>74,000.0</td>
<td>74,000.0</td>
<td>74,000.0</td>
<td>9,000.0</td>
<td>13.8%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title V - Charter Schools</td>
<td>9,000.0</td>
<td>9,000.0</td>
<td>9,000.0</td>
<td>9,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title VI - Rural and Low Income Schools</td>
<td>2,000.0</td>
<td>2,000.0</td>
<td>2,000.0</td>
<td>2,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title X - Homeless Education</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, NCLB (excluding Assessments)</strong></td>
<td><strong>1,281,100.0</strong></td>
<td><strong>1,312,650.0</strong></td>
<td><strong>1,312,650.0</strong></td>
<td><strong>1,312,650.0</strong></td>
<td><strong>31,550.0</strong></td>
<td><strong>2.5%</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></td>
</tr>
</tbody>
</table>

### Assessments

<table>
<thead>
<tr>
<th>Program</th>
<th>FY13 Appropriation</th>
<th>FY14 Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>23,780.3</td>
<td>23,780.3</td>
<td>23,780.3</td>
<td>23,780.3</td>
</tr>
<tr>
<td>ONPAR</td>
<td>2,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(2,000.0)</td>
</tr>
<tr>
<td><strong>Subtotal, Assessments</strong></td>
<td><strong>25,780.3</strong></td>
<td><strong>23,780.3</strong></td>
<td><strong>23,780.3</strong></td>
<td><strong>23,780.3</strong></td>
</tr>
</tbody>
</table>

### Other Grants

<table>
<thead>
<tr>
<th>Program</th>
<th>FY13 Appropriation</th>
<th>FY14 Recommend</th>
<th>FY14 Governor's Budget</th>
<th>FY14 Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congressional Special Projects</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
</tr>
<tr>
<td>Learn and Serve America</td>
<td>500.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(500.0)</td>
</tr>
<tr>
<td>Longitudinal Data System</td>
<td>5,200.0</td>
<td>5,200.0</td>
<td>5,200.0</td>
<td>5,200.0</td>
</tr>
<tr>
<td>Longitudinal Data System - ARRA</td>
<td>10,000.0</td>
<td>10,000.0</td>
<td>10,000.0</td>
<td>10,000.0</td>
</tr>
<tr>
<td>Early Learning Challenge</td>
<td>35,000.0</td>
<td>35,000.0</td>
<td>35,000.0</td>
<td>35,000.0</td>
</tr>
<tr>
<td>Race to the Top</td>
<td>42,800.0</td>
<td>42,800.0</td>
<td>42,800.0</td>
<td>42,800.0</td>
</tr>
<tr>
<td><strong>Subtotal, Other Grants</strong></td>
<td><strong>96,500.0</strong></td>
<td><strong>96,000.0</strong></td>
<td><strong>96,000.0</strong></td>
<td><strong>(500.0)</strong></td>
</tr>
</tbody>
</table>

**TOTAL - GRANTS**                             | **2,915,480.3**    | **2,944,280.3**| **2,944,280.3**        | **2,944,280.3** |

**TOTAL - FEDERAL FUNDS**                      | **2,976,070.2**    | **3,007,410.5**| **3,007,410.5**        | **3,007,410.5** |

**GRAND TOTAL**                                | **9,587,523.1**    | **10,482,663.2**| **9,309,303.5**        | **9,771,304.8** |

**GRAND TOTAL**                                | **183,781.7**      | **(711,358.4)**| **(183,781.7)**        | **(711,358.4)** |

**Notes:**

A - Agriculture Education is flat funded in FY14 at $1,800,000. $1,250,000 is appropriated from General Revenue Fund & $505,000 is appropriated from the Downstate Transit Improvement Fund.

B - In FY14 all expenses associated with the Regional Offices of Education will be funded from the Personal Property Tax Replacement Fund.