JANUARY 22, 2014

10:00 a.m. – 12:00 p.m.  Convene Plenary Session
                          Board Room, 4th Floor

12:00 p.m. – 1:00 p.m.  Lunch
                          Board Conference Room, 4th Floor

1:00 – 5:00 p.m.       Reconvene Plenary Session
                          Board Room, 4th Floor

*5:00 p.m.             Closed Session (as needed)
                          Board Conference Room, 4th Floor

JANUARY 23, 2014

8:30 a.m. – 12:00 p.m. Reconvene Plenary Session
                        Board Room, 4th Floor

12:00 – 1:00 p.m.      Lunch
                        Board Conference Room, 4th Floor

*1:00 p.m.             Closed Session (as needed)
                        Board Conference Room, 4th Floor

* The meeting will begin at the conclusion of the previous session.
I. Roll Call/Pledge of Allegiance
   A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Resolutions & Recognition
   A. Dr. Harry Berman, Executive Director, IBHE (p. 4)

III. Discussion Items
   A. USDA Smart Snacks in Schools (pp. 5-8)
   B. Legislative Update (pp. 9-12)

IV. Public Participation

V. FY15 Budget Discussion (pp. 13-1-13-32)

January 23, 2014
8:30 a.m.

VI. Presentations and Updates
   A. Student Advisory Council Update

VII. Superintendent’s Report - Consent Agenda
   A. *Approval of Minutes
      1. Plenary Minutes: December 18, 2013 (pp. 15-18)
   B. *Rules for Initial Review
   C. *Rules for Adoption
      1. Part 1 (Public Schools Evaluation, Recognition and Supervision) (pp. 19-119)
      2. Part 22 (Code of Ethics for Illinois Educators) (pp. 120-337)
      3. Part 23 (Standards for the School Service Personnel Certificate) (pp. 120-337)
      4. Part 28 (Standards for Certification in Special Education) (pp. 120-337)
      5. Part 29 (Standards for Administrative Certification) (pp.120-337)
   D. *Contracts & Grants Over $1 Million
      1. Request for Grant Approval: North Lawndale Eagles (pp. 339-341)
      2. Approval of Intergovernmental Agreement: Illinois State University for Administration of National Board Preparation (pp. 342-344)

   End of Consent Agenda
   E. Denial of Certification for Tomorrow’s Builders Charter School in East St. Louis (pp. 345-362)
   F. FY15 Budget Recommendation (p. 363)

VIII. Discussion Items
   A. Other Items for Discussion

IX. Announcements & Reports
A. Superintendent's/Senior Staff Announcements
B. Chairman’s Report
C. Member Reports

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

XI. Closed Session (as needed)

XII. 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
Dr. Harry J. Berman
January 2014

WHEREAS, Dr. Harry J. Berman has served as Executive Director for the Illinois Board of Higher Education (IBHE) since November 2012; and

WHEREAS, Dr. Berman’s numerous leadership roles have increased the national visibility of Illinois’ excellent system of public and private institutions of higher education; and

WHEREAS, Dr. Berman has established strong relationships with Superintendent Koch and the Illinois State Board of Education (ISBE) staff, which has enabled IBHE and ISBE to successfully address key needs for alignment and shared responsibilities for the oversight of educator and principal preparation programs at Illinois institutions of higher education, resulting in high quality staffing of preschools through high schools in Illinois; and

WHEREAS, Dr. Berman has been active in the implementation of the Common Core Standards in Illinois’ K-12 education system, leading the effort to prepare institutions of higher education for the related Partnership for Assessment of Readiness for College and Careers (PARCC) assessments that will result in innovative and comprehensive information regarding incoming students’ college and career readiness; and

WHEREAS, Dr. Berman has successfully guided the implementation of the Illinois Public Agenda for College and Career Success, Illinois’ master plan for education and economic development policies from preschool through graduate school; and

WHEREAS, Dr. Berman has effectively shown his ardent support for Illinois’ goal of increasing the proportion of Illinois citizens with a postsecondary degree or credential of marketable value to 60 percent by 2025 by encouraging colleges and universities to adopt improved programs and practices to increase student success and college completions, especially for underrepresented, low-income and first-generation college students; and

WHEREAS, Dr. Berman was an active and valuable member of the Illinois P-20 Council and the Joint Education Leadership Council, resulting in improved relationships across the education-to-workforce continuum; and

THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Dr. Harry J. Berman for his leadership and dedication to the field of education and his extraordinary service to the students of Illinois.

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
TO: Illinois State Board of Education

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

Agenda Topic: US Department of Agriculture Nutrition Standards for All Foods and Fundraising Exemption – Discussion Only

Staff Contact(s): Beth Hanselman, Assistant Superintendent
Mark Haller, Division Administrator

Purpose of Agenda Item
The Division of Nutrition and Wellness Programs wishes to provide the Board information on the US Department of Agriculture’s (USDA) recently released Interim Final Rule on Nutrition Standards for all Food and Beverages sold in schools participating in the National School Lunch Program (NSLP). Specifically, staff wishes to advise the Board on the fundraising exemption section of these regulations which is a cause of concern for some of our local districts.

Relationship to/Implications for the State Board’s Strategic Plan
This board agenda discussion item links to both Goals 1 and 3 as each student’s success in academic achievement as well as their healthy learning environment is impacted by proper nutrition and wellness.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 3: Every school will offer a safe and healthy learning environment for all students.

The Child Nutrition Programs supports education of each Illinois student daily.

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

Background Information
The Healthy, Hunger-Free Kids Act of 2010 required the United States Department of Agriculture (USDA) to establish nutrition standards for all foods sold in schools -- beyond the federally-supported school meals programs. The USDA issued proposed rules in the Federal Register on February 8, 2013, and accepted public comment. On June 28, 2013, the USDA issued an interim final rule on this subject with the standards effective July 1, 2014. At this time, the USDA also accepted public comments. The new standards draw on recommendations from the Institute of Medicine, existing voluntary standards already implemented by thousands of schools around the country, and healthy food and beverage offerings already available in the marketplace.

Highlights of USDA’s interim final rule include:

- **More of the foods we should encourage.** Promoting availability of healthy snack foods with whole grains, low fat dairy, fruits, vegetables or protein foods as their main ingredients.
• **Less of the foods we should avoid.** Ensuring that snack food items are lower in fat, sugar, and sodium and provide more of the nutrients kids need.

• **Targeted standards.** Allowing variation by age group for factors such as beverage portion size and caffeine content.

• **Flexibility for important traditions.** Preserving the ability for parents to send in bagged lunches of their choosing or treats for activities such as birthday parties, holidays, and other celebrations; and allowing schools to continue traditions like occasional fundraisers and bake sales.

• **Reasonable limitations on when and where the standards apply.** Ensuring that standards only affect foods that are sold on school campus during the school day. Foods sold at an afterschool sporting event or other activity will not be subject to these requirements.

• **Flexibility for state and local communities.** Allowing significant local and regional autonomy by only establishing minimum requirements for schools. States and schools that have stronger standards than what is being proposed will be able to maintain their own policies.

• **Significant transition period for schools and industry.** The standards will not go into effect until at least one full school year after public comment is considered and an implementing rule is published to ensure that schools and vendors have adequate time to adapt.

Agency staff has shared information about the proposed rules and the interim final rule via the agency’s weekly newsletter, division communications, as well as hosted webinars on this topic to educate school personnel on the upcoming changes.

Since 2006, Illinois has had state rules related to the sale of food and beverages in participating schools for grades K-8. With these pending federal changes, our state rules will need to be reviewed and updated. Since our state rules are fairly consistent and not more restrictive, we anticipate removing most state requirements as they are not needed with the federal standards. With national standards implemented, the food industry can formulate products that meet such standards to ease the purchasing of acceptable products by school nutrition professionals and school staff.

Since the federal *Smart Snacks in Schools* rules have been through two separate federal comment periods, the biggest area of concern and comment is within the fundraiser restrictions. We wish to bring this matter to your attention for discussion today as this provision may require future action by the Board.

7CFR210.11 (b) (4) states:

(4) **Fundraiser restrictions.** Competitive food and beverage items sold during the school day must meet the nutrition standards for competitive food as required in this section. A special exemption is allowed for the sale of food and/or beverages that do not meet the competitive food standards as required in this section for the purpose of conducting an infrequent school sponsored fundraiser. Such specially
exempted fundraisers must not take place more than the frequency specified by the State agency during such periods that schools are in session. No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.

Based on this provision in the federal regulations, if ISBE wishes to allow fundraising exemptions for Illinois schools participating in NSLP, we would need to include such in the revision to the state rules, Illinois Administrative Code part 305, School Food Service. The USDA has indicated that if the State does not take action to allow for fundraising exemptions, then fundraising that does not meet the federal nutrition requirements will be prohibited.

ISBE, Nutrition and Wellness Programs Division staff surveyed school staff on this topic and nearly 500 responses were received. Of this number, 40% were school administrators, 19% were parents and 19% were teachers.

More than 50% of responders stated that they did not want to limit the number of school organizations or clubs allowed to sell food and beverages to students during the school day. The survey also asked about the frequency of fundraiser exemptions by grade groups, elementary (K-5), middle school (6-8) and high school (9-12). The results are below:

<table>
<thead>
<tr>
<th>N= 499</th>
<th>Elementary (K-5)</th>
<th>Middle School (6-8)</th>
<th>High School (9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Fundraising Exemptions per School Year</td>
<td>total</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td>66</td>
<td>13.2%</td>
</tr>
<tr>
<td>1 - 5 exemptions</td>
<td></td>
<td>162</td>
<td>32.5%</td>
</tr>
<tr>
<td>6 - 10 exemptions</td>
<td></td>
<td>103</td>
<td>20.6%</td>
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<tr>
<td>11 - 15 exemptions</td>
<td></td>
<td>26</td>
<td>5.2%</td>
</tr>
<tr>
<td>16+ exemptions</td>
<td></td>
<td>142</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

Based on comments received thus far, overall issues to consider include student health and wellness, financial impact on the school district, school organizations and clubs, possible links to educational curriculum, and overall local control of matters within the school district.

In addition to the survey of Illinois school districts, staff has also reached out to a variety of other states to gather information about the direction that they plan to take. At this time, states have not made determinations on exemptions. The USDA is also in the process of surveying the states through the end of January to determine an estimate of the number of exemptions states are allowing. USDA has been asked to share this data once collected.

In addition to gathering data from other states, we also plan to collaborate with the Illinois Department of Public Health on the issue. It is important that no matter what action is taken with regard to exempted fundraisers, that ISBE and school administrators across Illinois work together to promote the use of non-food fundraisers and encourage the consumption of healthy
foods such as whole grains, low fat dairy, fruits, vegetables and protein foods and physical
activity for the overall health of the students of Illinois. 1

In summary, this fundraising exemption provision allows schools to sell food items (meant to be
consumed at the time of purchase or during the school day) during the school day that do not
meet the federal nutrition standards through fundraisers, provided two things happen first: 1) the
fundraisers must be "infrequent" and 2) must not occur more than the frequency the State
establishes. "Infrequent" is not defined in the federal regulations. Also note, that the federal
regulations do not allow exempted fundraiser food or beverages to be sold in competition with
the school meals in the food service area during the meal service.

The following are three options for the Board to consider regarding issue of fundraising
exemptions:

1) Identify a specific number of school-sponsored exempted fundraisers that would be allowed
per school year/semester. The number of exemptions allowable may vary by grade grouping.
The recommendation would be to use the grade groupings of K-5, 6-8, and 9-12, in order to be
consistent with other Child Nutrition Programs requirements. At least one other state is
considering allowing exempted fundraisers based on the school enrollment number.

2) Require each participating school food authority (SFA) to establish a policy and procedure for
organizations/clubs to request an exempted fundraiser and to establish, at the local level, an
infrequent number through their local wellness policy. All participating SFAs are required to
develop, review and evaluate a federally-required local wellness policy. With this option, each
locally elected board could determine the best options for their community based on current
practices, and since this policy is reviewed and evaluated regularly, would be something that
could be modified. As the administering state agency for the Child Nutrition Programs, ISBE
reviews the local wellness policies during an Administrative Review which occurs at least every
three years.

3) Take no action. If no action is taken prior to July 1, 2014, all food and beverages sold on
campus to students from midnight until 30 minutes after the end of school day would be
required to meet all of the requirements set forth by the USDA.

Superintendent's Recommendation
This item is for discussion purposes only.

Next Steps
Agency staff will take the recommendations of the board and update the School Food Service
Rules (Part 305) in accordance with such recommendation for action item at a future board
meeting.

1 At this time, children’s health issues are widespread across the country including childhood obesity (e.g., the Kaiser Family Foundation notes that over a third of Illinois children are
currently obese: http://kff.org/other/state-indicator/overweightobese-children/.)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Nicki Bazer, General Counsel

Agenda Topic: 2014 Legislative Session

Attachments: Tracked Legislation Document

Staff Contact(s): Nicole Wills, Governmental Relations
                Amanda Elliott, Governmental Relations

Purpose of Agenda Item
The purpose of the agenda item is to provide the Board with a summary of legislation that has been filed in advance of the Spring 2014 legislative session and an update on the Board’s 2014 legislative agenda.

Relationship to/Implications for the State Board’s Strategic Plan
The Legislative Agenda will implement changes that align with all three goals identified within the Board’s Strategic Plan.

Expected Outcome(s) of Agenda Item
The Board will be informed of tracked legislation and Board initiatives.

Background Information

Synopsis of Tracked Legislation
In addition to legislation included on the Synopsis List, the following bills are highlighted as bills of particular interest.

- SB 2596 (Brady) Displaced Student Voucher Act which would provide vouchers to students displaced by CPS school closure actions.
- SB 2617 (Althoff) repeals sections concerning the Chicago Block Grant. Effective July 1, 2015.
- SB 2621 (Sullivan) appropriates $400,000 for district consolidation costs.
- SB 2627 (Lightford) dissolves the Charter School Commission.
- HB 3690 (Pihos) removes the language that provides for the Chicago Block Grant. Effective immediately.
- HB 3691 (Pihos) removes the provision that requires the Chicago Block Grant to include special education, funding for children requiring special education services, and summer school. Effective immediately.
- HB 3692 (Pihos) requires ISBE to withhold all payments to school districts that fail to report early childhood block grant data as required by the School Code. Effective July 1, 2014.
- HB 3695 (Dunkin) provides that if AP computer science is offered that district must count it toward the three years of math or two years of science requirement.
- HB 3700 (Osmond) makes many changes to the School Code regarding dyslexia. Changes include: requires screening for dyslexia for all kindergarten students; requires ISBE to develop and distribute guidance on intervention strategies; includes new professional development requirements for current license holders; and, includes a new assessment for new licensees on identifying reading difficulties.
- HB 3745 (Ford) requires alternative schools and charter schools to establish vocational academies for students in grades 10-12.
- HB 3741 (Dunkin) requires schools to maintain a supply of epinephrine auto injectors (currently permissive).
• HB 3745 (Ford) requires alternative schools and charter schools to establish vocational academies for students in grades 10 through 12, in partnership with school districts, community colleges, local employers, and community-based organizations.
• HB 3754 (Chapa LaVia) dissolves the Charter School Commission.
• HB 3777 (Mussman) authorizes ISBE to make grants to special education cooperatives for school maintenance projects.
• HR 543 (Kay) and SR 638 (McCarter) encourage the State Board of Education to delay implementation of Common Core and PARCC.
• HJR 62 (Mayfield) creates the School Poverty Task Force to study sources of funding for poverty-stricken schools throughout the State.
• SJR 44 (Lightford) encourages the GA to pass legislation that would equitably spread any education funding reductions among school district by evenly cutting dollars on a per-pupil basis.

Summary of Board Initiatives
Over the past several months, the Agency’s Governmental Relations staff has been working with Agency divisions to develop legislative proposals for the spring 2014 legislative session.

District Interventions: This proposal will amend Section 3.25(f) of the School Code to clarify ISBE’s authority to intervene in failing school districts. This legislation will be similar to SB 2340 which did not move through the House during the Spring 2013 legislative session. The bill would specifically:
• Identify low-performing school districts that may be subject to an accreditation process run by a national organization with research-based, peer reviewed standards.
• Provide that if a district fails to meet accreditation because of governance, as defined in part by failure to adhere to requirements in the School Code for school board members, then ISBE has the discretion to remove the school board and put in place an Independent Authority (IA).
• Provide specific criteria that the accreditation entity will use when considering if a district can meet the governance standards for accreditation.
• Provide specific due process rights to board members being removed.
• Define an IA’s authority as being identical to a school board.
• Provide specifics on the make-up and organization of an IA, including requiring a majority of the IA members be residents of the District.
• Suspend school board elections for one election cycle and then phase school board elections back into the district over 4 years while keeping an IA in place.

Assessments: This proposal will include amendments to the assessment provisions in the School Code by removing specific references to the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE) to allow for new state assessments aligned with the new Illinois Learning Standards.

Charter Schools: This proposal will amend Article 27A to make it explicit that charters are subject to all state laws, regulations and rules regarding Special Education and English Language Learning instruction.

Under the Charter Law, charter schools are exempt from all requirements of the Illinois School Code except for those specifically enumerated therein. Nothing in the Charter Law expressly provides that Article 14 ("Children With Disabilities") and Article 14C ("Transitional Bilingual Education") are applicable to charter schools. Notwithstanding, ISBE Legal has taken the position that all special education requirements set forth in Article 14 of the School Code and Part 226 of the 23 Illinois Administrative Code apply to charter schools. The rationale is that IDEA establishes a broad framework to define and regulate special education programs in the United States, but leaves to the states the responsibility for developing and executing educational programs for students with disabilities. Put another way, IDEA compliance presupposes compliance with all State statutes, regulations and rules concerning special education. The Illinois State Charter Commission has challenged this position, asserting that charter schools are not subject to any State-imposed requirement that exceeds Federal special education statute and regulation [20 U.S.C. § 1408(1)(2)].
ISBE Legal has recently considered extending this position to State requirements for English Language Learning. Again, the rationale is that federal law (including Title VI of the Civil Rights Act of 1964, Title III Part A of NCLB, and the Equal Educational Opportunities Act of 1974) establishes broad sweeping requirements for equal access to educational opportunities, leaving it to the states to develop and execute the necessary programs to guarantee these rights, including with respect to English Language Learners.

Requiring charter schools to comply with all state laws, regulations, and rules concerning Students with Disabilities and English Language Learners is good public policy. These are protected categories of students and consistent policies across schools will protect schools and districts against potential charges of discrimination. In addition, State Board monitoring staff have repeatedly requested clarity regarding requirements for Special Education and English Language Learning instruction in charter schools.

**Federal Grant Processing:** This proposal will provide explicit authority in the State Finance Act [30 ILCS 105] for State Board of Education to process payments for federal grants provided primarily by the United States Department of Education, Agriculture or any other federal agency in subsequent state fiscal years. There is no actual change in policy for school districts that will take place as a result of this change, but it will allow ISBE to operate without potential audit issues when processing federal funds.

**Elections:** While developing a legislative fix for an April 2013 DuPage Regional Board of School Trustees election concern during the spring legislative session, it became apparent that the School Code was silent on several additional related issues which could cause election questions in the future. Changes to Articles 6 and 9 of the School Code would help remedy the deficiencies in the statutory language, thus preventing a need to address potential future concerns through special legislation after the fact.

**Tuberculosis Testing:** This proposal will align Tuberculosis (TB) screening requirements for school district employees in the School Code with screening requirements in Illinois Department of Public Health (IDPH) rules. Currently, 105 ILCS 5/24-5 requires school employees to be screened for TB prior to employment. In October 2012, IDPH made modifications to the Control of Tuberculosis Code (77 Ill. Adm. Code 696) with respect to the screening of certain persons. Specifically, IDPH rules no longer require TB screening of all teachers prior to employment in a school. The requirement for TB screening, however, does remain in effect for workers in child day care and pre-school settings. Also, under Section 140, subsection (b), persons who have a documented positive TB screening test result are to be screened for active TB disease. ISBE intends to work with IDPH to bring clarity to the latter categories. It should be further noted that a shortage of TB screening materials has been experienced in the field, dating back to early spring 2013. This shortage of screening materials only complicates the lack of connection between the School Code and IDPH rules.

**School Safety Drills:** This initiative would clarify that non-public schools are required to conduct a minimum of one annual meeting regarding safety drill programs. This would align safety drill requirements for state-recognized non-public schools with public school requirements.

**Obsolete/Duplicative Bill:** This initiative would be a continuation of ISBE’s efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years. Changes may include:

- Home/Hospital Reimbursement – legislation to align the amount of home/hospital reimbursement for each eligible teacher from $8,000 to $9,000 as currently provided in Section 14-13.01
- Special Education Reimbursement – legislation to strike obsolete language as to how special education students are reimbursed in group orphanage settings. Since fiscal year 2002, eligible special education students served in group homes are claimed individually instead of via a group program budget application through the regional superintendent. All eligible students are claimed individually with appropriate eligible costs and reimbursed fully.
- Multi-Function School Activity Bus (MFSAB) – legislation to align Section 29-6.3 regarding the definition of a multi-function school activity bus (MFSAB) to mirror the Illinois Vehicle Code (IVC)
in 625 ILCS 5/1-148.3a-5 which defines such vehicle. Currently, the School Code in Section 29-6.3 limits a MFSAB to 15 passengers while the IVC defines the same vehicle as those manufactured to carry 11 or more persons including the driver.

- Reorganization – changes are needed to the various reorganization articles in the School Code. When the new performance evaluation language was enacted, the section on contractual continued service protection in a reorganization was moved from Section 24-12 of the School Code to Section 24-11(h) of the School Code. Due to this, the references within the reorganization articles dealing with this topic need to be updated.

**Next Steps**
Staff will move forward with drafting all approved legislative proposals and will proceed with securing legislative sponsors for the 2014 Legislative Session.
TO: Illinois State Board of Education  
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education  
       Robert Wolfe, Chief Financial Officer  
Agenda Topic: Fiscal year 2015 Board Budget Recommendation  
Materials:  
Exhibit A – Fiscal year 2015 Superintendent's Budget Recommendation  
Exhibit B – Fiscal year 2014 Estimated General State Aid Data  
Exhibit C – Graph of DHS Populations Used in GSA Poverty Grant Calculations  
Exhibit D – Graph of GSA Formula & Poverty Grant  
Exhibit E – History of GSA PTELL Adjustment  
Exhibit F – Graph of GSA PTELL Adjustment  
Exhibit G – Graph of GSA Formula, Poverty Grant and PTELL  
Exhibit H – Transportation Cost  
Exhibit I – Transportation Claim Cost  
Exhibit J – Equalized Assessed Value for Regular Transportation  
Exhibit K - Assessments Cost Detail  

Purpose of Agenda Item  
The purpose of this agenda item is to discuss and vote on a Board recommended budget for fiscal year 2015 (FY2015).  

Relationship to/Implications for the State Board’s Strategic Plan  
The FY15 budget will provide funding to allow the Agency to implement the Board’s Strategic Plan.  

Expected Outcome(s) of Agenda Item  
The Board will act on a FY15 Budget recommendation.  

Background Information  
As advocates for education, the Board assesses the Pre-Kindergarten through 12th grade funding as needed. To assist in this assessment, a series of five public Budget Hearings were held throughout the state for the FY15 budget. Hearings were conducted in Carbondale, Champaign, Grayslake, Macomb and Chicago with testimony from 174 individuals. Additionally, 21 individuals submitted testimony via email.
A summary of the programs for which support was advocated is as follows;

<table>
<thead>
<tr>
<th>LINE ITEM</th>
<th>SUBMITTED TESTIMONY</th>
<th>REQUESTED FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Education</td>
<td>43</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Truant Alternative Optional Education Program</td>
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<td>Regional Office of Education Services</td>
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*Fully funded

**Illinois State Board of Education (ISBE) Board Meeting**

At the December 18, 2013, Board meeting, the Executive Director and Revenue Director of the Commission on Government Forecasting and Accountability (CGFA) presented an economic and revenue outlook to the Board. While an official CGFA revenue estimate will not be released until spring, the current outlook for FY15 is negative. This is largely due to the scheduled expiration of the temporary income tax increase, which will reduce revenues by an estimated $2.2 billion dollars.

**Superintendent’s Recommendation**

The Superintendent recommends that the Board seek an increase of $1,069.8 billion (16%) in General Funds appropriations for FY15 over FY14 appropriations, and requests that the recommendations outlined in EXHIBIT A be presented and acted on by the Board. The Superintendent further recommends that the Board authorize agency staff to present the recommendations for spending authority for other state and federal funds outlined in EXHIBIT A to be presented and acted upon by the Board.
ILLINOIS STATE BOARD OF EDUCATION

Superintendent’s Recommended Fiscal Year 2015 Budget Summary

Background

Since FY09, General Fund appropriations have decreased by approximately $715 million. During the same time period, the percentage for Pre-K through 12th grade education of overall state funding for operations from General Funds for has remained relatively consistent at approximately 27%.

For FY14, the Board sought an increase of $865 million or a 13.2% increase over fiscal year 2013 appropriation levels for General Funds. This was primarily due to the Board’s recommendation to fully fund the FY14 General State Aid claim at the $6,119 foundation level set in statute. The budget that was enacted reflected a General Funds appropriation of $6.687 billion, which resulted in an overall increase of $137.2 million (2.1%) from the fiscal year 2013 appropriation levels. The Superintendent’s recommendation for FY15 General Funds Budget for Pre-K through 12th grade calls for a $1,069.8 billion increase over FY14, which would restore 149.7% of the cumulative loss since fiscal year 2009.

The FY09 ISBE General Funds Appropriation was $7.4 billion. The Superintendent’s recommended budget for FY15 is 1.7% less than the FY09 appropriation level when adjusted for inflation.

The Superintendent’s recommended budget is detailed in EXHIBIT A.
General State Aid (GSA)

Appropriation shortfalls for GSA have been consistent since FY10 resulting in GSA claims being prorated. The shortfalls and proration amounts are as follows:

<table>
<thead>
<tr>
<th>FY</th>
<th>Shortfall ($000's)</th>
<th>Proration</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>$18,899.1</td>
<td>98.3%</td>
</tr>
<tr>
<td>FY11</td>
<td>$260.4</td>
<td>99.9%</td>
</tr>
<tr>
<td>FY12</td>
<td>$231,057.5</td>
<td>95.0%</td>
</tr>
<tr>
<td>FY13</td>
<td>$518,176.4</td>
<td>89.2%</td>
</tr>
<tr>
<td>FY14</td>
<td>$562,116.0</td>
<td>88.7%</td>
</tr>
</tbody>
</table>

Since FY12, the amount of appropriation needed to fully fund the GSA at the $6,119 Foundation Level (FL) has increased annually due to increases in low-income counts and declining Equalized Assessed Valuations. The cost to fully fund the GSA claims for this time period is as follows:

<table>
<thead>
<tr>
<th>FY</th>
<th>Claim Amount ($000's)</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>$4,619,204.2</td>
<td></td>
</tr>
<tr>
<td>FY11</td>
<td>$4,600,565.5</td>
<td>(-0.4%)</td>
</tr>
<tr>
<td>FY12</td>
<td>$4,679,162.0</td>
<td>1.7%</td>
</tr>
<tr>
<td>FY13</td>
<td>$4,804,928.9</td>
<td>2.7%</td>
</tr>
<tr>
<td>FY14</td>
<td>$5,004,314.3</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Forecasted FY15 General State Aid (FL $6,119)

<table>
<thead>
<tr>
<th>Proration</th>
<th>Appropriation</th>
<th>Increase to FY14 Appropriation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Funded</td>
<td>$5,321,528.2</td>
<td>$879,329.9</td>
</tr>
<tr>
<td>89%</td>
<td>$4,736,160.1</td>
<td>$293,961.8</td>
</tr>
</tbody>
</table>

The estimated cost to fully fund the GSA claim for FY15 is $5.321 billion. This is an increase of $317 million (6.3%) to the amount that was required to fully fund the FY14 GSA Claim. Graphics and detailed information on the GSA claim is attached as EXHIBITS B through G.

The increase is attributable to both an increase in the cost of the Equalization Formula grant and the Supplemental Low-Income grant. The cost of the Equalization Formula grant is forecasted to increase by $164 million or 5.4%, due primarily to a continued decline in property values. The cost of the supplemental GSA is forecasted to increase by $155 million or 8.1%, due to both a forecast increase in the number of low-income students and a forecast decline in the number of total students in attendance. For supplemental GSA, both trends result in increased low-income concentration levels, and thus higher grant awards.

The Education Funding Advisory Board (EFAB) voted on its recommendations for the Foundation Level (FL) and poverty grant calculations for FY14. The result was a recommended FL of $8,672. The estimated cost to fully fund the FY14 GSA claim at the EFAB recommended FL of $8,672 is $9 billion. EFAB also recommended increasing the range of low-income grants from the current span of $355 - $2,994 per pupil to a range of $490 - $4,129. If that change were also made, the estimated cost to fully fund the FY14 GSA claim would climb to $9.7 billion.
The Superintendent is recommending an $879 million increase (19.8%) to the FY14 GSA Appropriation for a fiscal year 2015 GSA Appropriation of $5.231 billion to fully fund the FY15 GSA claim at the statutory FL of $6,119.

**Mandated Categorical Reimbursements (MCATS)**

For FY14 MCAT funding was reduced by $6 million from the FY13 level. The final FY2014 proration amounts for the MCAT programs are as follows:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>FY 2014 Actual Proration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp. Ed. – Personnel</td>
<td>100%</td>
</tr>
<tr>
<td>Sp. Ed. – Funding for Children</td>
<td>100%</td>
</tr>
<tr>
<td>Sp. Ed. – Private Tuition</td>
<td>94%</td>
</tr>
<tr>
<td>Sp. Ed. – Orphanage</td>
<td>100%</td>
</tr>
<tr>
<td>Sp. Ed. – Summer School</td>
<td>81%</td>
</tr>
<tr>
<td>Sp. Ed. - Transportation</td>
<td>97%</td>
</tr>
<tr>
<td>Transportation – Reg/Voc</td>
<td>74%</td>
</tr>
<tr>
<td>Ill Free Lunch and Breakfast</td>
<td>39%</td>
</tr>
<tr>
<td>Regular Orphanage 18-3</td>
<td>100%</td>
</tr>
</tbody>
</table>

Staff have completed estimates of the funding that would be needed to fully fund the MCATS in FY 2015. Based on these estimates, an additional $193.3 million would be needed in FY 2015 to fully fund MCATS. The amount required to fully fund Regular/Vocational Transportation Reimbursement accounts for the majority of the increase that would be needed to fully fund all MCATS.

**FISCAL YEAR 2015 MANDATED CATEGORICAL PROGRAMS – 100% FUNDED  ($000’s)**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>FY15 100% Funded</th>
<th>Increase (Decrease) Over FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp. Ed. – Personnel</td>
<td>$442,600.0</td>
<td>$2,400.0</td>
</tr>
<tr>
<td>Sp. Ed. – Funding for Children</td>
<td>$302,928.9</td>
<td>($162.8)</td>
</tr>
<tr>
<td>Sp. Ed. – Private Tuition</td>
<td>$242,300.0</td>
<td>$23,352.3</td>
</tr>
<tr>
<td>Sp. Ed. – Orphanage</td>
<td>$95,000.0</td>
<td>($10,000.0)</td>
</tr>
<tr>
<td>Sp. Ed. – Summer School</td>
<td>$13,000.0</td>
<td>$2,900.0</td>
</tr>
<tr>
<td>Sp. Ed. - Transportation</td>
<td>$462,900.0</td>
<td>$22,400.0</td>
</tr>
<tr>
<td><strong>Sub-Total Special Ed</strong></td>
<td><strong>$1,558,728.9</strong></td>
<td><strong>$40,889.5</strong></td>
</tr>
<tr>
<td>Transportation – Reg/Voc</td>
<td>$332,600.0</td>
<td>$126,791.1</td>
</tr>
<tr>
<td>Ill Free Lunch and Breakfast</td>
<td>$39,901.0</td>
<td>$25,601.0</td>
</tr>
<tr>
<td>Regular Orphanage 18-3</td>
<td>$12,000.0</td>
<td>$0.0</td>
</tr>
<tr>
<td><strong>Total Mandated Categorical Programs</strong></td>
<td><strong>$1,943,229.9</strong></td>
<td><strong>$193,281.6</strong></td>
</tr>
</tbody>
</table>

The Superintendent is not recommending that the Board request full funding for all Mandated Categorical Programs for FY15. The Superintendent is recommending an increase to Regular/Vocational Transportation Reimbursement. He is also recommending appropriation levels for the Special Education Mandated Categorical Reimbursement to comply with Federal Maintenance of Effort requirements and level funding for the Illinois Free Lunch and Breakfast Programs.
The Regular/Vocational Transportation Reimbursement Appropriation has not been fully funded since FY10. Since fiscal year 2011, the average proration has been approximately 75%. The agency recommended changes to the Transportation Formula in FY12, which provided a formula that would have created a more efficient reimbursement based on the greater benefit to districts on a per mile or per pupil basis as opposed to the current model where the state reimburses school districts 100% of the cost of transportation after a school district meets the statutorily defined local effort. Those changes were not implemented. This discussed as resurfaced during the Senate Education Funding Advisory Committee meetings.

The aggregate transportation expenditures (as reported on district claim submissions EXHIBIT H) reacted accordingly to the reduced appropriations in fiscal year 2011 through FY13 as districts implemented changes to the transportation programs to become more efficient in the operation of the transportation programs. An example of one of those changes was changing the start and end times of schools within a district to be able to reduce the number of routes and drivers in an effort to reduce transportation costs. Additionally, districts reduced the number of curricular field trips.

The claim data submitted for the 2012 – 2013 school year demonstrates a 1.4% increase in the cost for Regular/Vocational Transportation. The cost of the Regular/Vocational Reimbursement Claim for the 2012 – 2013 school year, which is reimbursed in FY14, increased by 2.9% (see EXHIBIT I). The variance between the increase in the expenditures (1.4%) and the increase in claim cost (2.9%) is a result in the reduction of the Equalized Assessed Valuation (EAV) of Real Property for the 2011 Tax Year (see EXHIBIT J). The local effort in the calculation of Regular Transportation Reimbursement is determined by the product of a district’s EAV multiplied by a statutorily assumed tax rate. As in the GSA Formula, the cost of the Regular Transportation Reimbursement Formula will increase as EAV decreases. The Regular/Vocational Transportation Claims for FY15 will utilize the EAV for the 2012 Tax Year which is projected to decline again based upon the FY15 GSA Forecast. This will result in a further increase in proration of Regular/Vocational Transportation in FY15.

School Districts are dealing with increasing transportation costs (attributable to labor, fuel, and capital expenditures to replace aging school buses) at the same time as declining local revenue and state reimbursement. Due to these factors, the Superintendent is recommending a $30.4 million increase to the Regular/Vocational Transportation Appropriation in an effort to bring the proration level to an estimated 80% for fiscal year 2015 Regular/Vocational Transportation Reimbursement.

<table>
<thead>
<tr>
<th>Regular/Vocational Transportation</th>
<th>Estimated Appropriations - Various Proration Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13 School Year Data</td>
</tr>
<tr>
<td>Proration</td>
<td>76%</td>
</tr>
<tr>
<td>Estimated Appropriation</td>
<td>$217,445.4</td>
</tr>
<tr>
<td>Current Appropriation</td>
<td>$205,808.9</td>
</tr>
<tr>
<td>Change</td>
<td>$11,636.5</td>
</tr>
</tbody>
</table>
The Superintendent is recommending that the increase to the FY15 appropriation level for the Special Education – Private Facility Program be limited to the minimum amount needed to meet Federal Maintenance of Effort (MOE) requirements related to the Federal Individuals with Disabilities Act (IDEA). The approximately $22 million realized as a result of this decision to minimally meet MOE for IDEA will allow for increases to other line items within the FY15 Budget Recommendation.

### Special Education Private Facility

#### Estimated Appropriations - Various Proration Levels

<table>
<thead>
<tr>
<th>Proration</th>
<th>98%</th>
<th>96%</th>
<th>94%</th>
<th>92%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Appropriation</td>
<td>$237,454.0</td>
<td>$232,608.0</td>
<td>$227,762.0</td>
<td>$222,916.0</td>
<td>$218,070.0</td>
</tr>
<tr>
<td>100% Appropriation</td>
<td>$242,300.0</td>
<td>$242,300.0</td>
<td>$242,300.0</td>
<td>$242,300.0</td>
<td>$242,300.0</td>
</tr>
<tr>
<td>Change</td>
<td>$(4,846.0)</td>
<td>$(9,692.0)</td>
<td>$(14,538.0)</td>
<td>$(19,384.0)</td>
<td>$(24,230.0)</td>
</tr>
</tbody>
</table>

The funding levels and estimated proration levels that the Superintendent is recommending for the MCAT Programs are as follows:

### FISCAL YEAR 2015 MANDATED CATEGORICAL PROGRAMS – RECOMMENDED FUNDING

($000’s)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>FY15 Recommended</th>
<th>FY15 Projected Proration</th>
<th>Increase (Decrease) Over FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp. Ed. – Personnel</td>
<td>$442,600.0</td>
<td>100%</td>
<td>$2,400.0</td>
</tr>
<tr>
<td>Sp. Ed. – Funding for Children</td>
<td>$302,928.9</td>
<td>100%</td>
<td>$(162.8)</td>
</tr>
<tr>
<td>Sp. Ed. – Private Tuition</td>
<td>$228,000.0</td>
<td>94%</td>
<td>$9,052.3</td>
</tr>
<tr>
<td>Sp. Ed. – Orphanage</td>
<td>$95,000.0</td>
<td>100%</td>
<td>$(10,000.0)</td>
</tr>
<tr>
<td>Sp. Ed. – Summer School</td>
<td>$13,000.0</td>
<td>100%</td>
<td>$2,900.0</td>
</tr>
<tr>
<td>Sp. Ed. - Transportation</td>
<td>$462,900.0</td>
<td>100%</td>
<td>$22,400.0</td>
</tr>
<tr>
<td><strong>Sub-Total Special Ed</strong></td>
<td><strong>$1,544,428.9</strong></td>
<td></td>
<td><strong>$26,589.5</strong></td>
</tr>
<tr>
<td>Transportation – Reg/Voc</td>
<td>$236,193.5</td>
<td>80%</td>
<td>$30,384.6</td>
</tr>
<tr>
<td>Ill Free Lunch and Breakfast</td>
<td>$14,300.0</td>
<td>36%</td>
<td>$0.0</td>
</tr>
<tr>
<td>Regular Orphanage 18-3</td>
<td>$12,000.0</td>
<td>100%</td>
<td>$0.0</td>
</tr>
<tr>
<td><strong>Total Mandated Categorical Programs</strong></td>
<td><strong>$1,806,922.4</strong></td>
<td></td>
<td><strong>$56,974.1</strong></td>
</tr>
</tbody>
</table>

### Standards and Assessments

#### Assessments

For FY15, the Superintendent is recommending that funding for Assessments be increased by $27.1 million (99.0%). The increase is based upon the cost of administering both the Partnership for the Assessment of Readiness for College and Careers (PARCC) exams for grades three through 11 and the ACT exam for grade 11. The administration of PARCC and ACT at the 11th grade level is necessary to provide districts and parents with information about college and career readiness during the transition to the PARRC assessment. The additional
funding will complete the transition from assessments in English/Language Arts and Mathematics based on the 1997 Illinois Assessment Framework to assessments that are aligned to the Common Core State Standards (CCSS), thus supporting the transition in curricular areas to CCSS. A detailed breakdown of assessment costs is attached as EXHIBIT K.

Illinois became a governing state in PARCC in the spring of 2010 and the Superintendent serves on the governing board. Leaders from Illinois' K through 12 and higher education communities have been engaged in the development of PARCC’s proposal for common, next-generation assessments.

It is also important to point out that ISBE has realized a cumulative loss in Federal Assessment Grant funding in the amount of $1.98 million since FY09, thus the need for additional state assessment funding.

**Longitudinal Data System**

The Superintendent recommends an appropriation of $2.3 million for further development and maintenance of the Longitudinal Data System. Through federal grant dollars, the agency has made substantial investments in the development of the Illinois Longitudinal Data System. This investment has resulted in our ability to collect and report key data points on students, teachers, administrators, and schools. The School Report Cards at illinoisreportcard.com showcase much of the data we collect; these will be supplemented by our new reports portal scheduled for completion by June 30, 2014. The data warehouse behind these public reports now enables us to better measure program effectiveness and return on investment through the Budgeting for Results process and to inform policy making through internal analysis and external research partnerships.

The funds requested reflect the agency’s needs for system maintenance and further systems development now that our federal grant funding has come to an end. System maintenance efforts will include edits to the warehouse structure during its first full year of operation, maintaining operation as data is added to the warehouse and modifying and adding to the agency’s reports portal as stakeholder demand requires. Further development enhancements planned include integration of special education and financial data and integration of ISBE data with data from other agencies to allow for P-20 reporting.

The recommended funds represent the estimated costs to support the contractual expenses associated with the maintenance and further development of the system.

**Academic Improvement**

**Early Childhood Education**

An increase of $25 million is being recommended by the Superintendent for Early Childhood Education (ECE). This increase will restore the level of funding to FY12 levels of $325.1 million. Much more than $325.1 million would be required to provide services to the estimated 478,000 birth to three year olds and 229,000 three and four year olds who are not currently being served by either Head Start or Preschool for All*. The chart below, which is based on the distribution of Early Childhood Block Grant funds between age groups as required by statute, describes the number of children anticipated to be served by various levels of additional funding.
Additional Funding

<table>
<thead>
<tr>
<th>Additional Funding</th>
<th>Additional children served</th>
<th>Additional Children served</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25 million</td>
<td>550</td>
<td>4,500</td>
</tr>
<tr>
<td>$50 million</td>
<td>3,250</td>
<td>4,500</td>
</tr>
<tr>
<td>$75 million</td>
<td>4,150</td>
<td>8,200</td>
</tr>
<tr>
<td>$80 million (FY09 level)</td>
<td>4,300</td>
<td>9,200</td>
</tr>
<tr>
<td>$4.5 billion**</td>
<td>478,000</td>
<td>229,000</td>
</tr>
</tbody>
</table>

* Public Act 096-0423 effective August 13, 2009, requires that the percentage of the ECBG to be used for programs serving children birth-three will increase to at least 20% by fiscal year 2015.

**Estimated cost to serve all unserved children based on the estimated cost of $4,000 per child for three and four year olds, $9,000 per unserved birth-three age child who is at or below the 200% FPL and $6,000 per birth-three age child who is above the 200% FPL.

Arts and Foreign Language

The Superintendent is recommending an appropriation of $500,000 for FY15. The requested funds will fund approximately six Arts and Foreign Language program implementation grants and four planning grants to school districts.

Expanded Learning Time

The Superintendent’s FY15 budget recommendation includes $10 million for an Expanded Learning Time program. These funds will provide incentives to school districts to provide extended learning time (after and summer School). The requested amount would assist students and teachers. Currently, the only funding available to support extended learning time is the federal 21st Century Communities Learning Centers grants. These funds serve approximately 53,700 students in Illinois. In FY13, 102 applications were received. Funding was only available to support 43 projects. These additional funds could serve approximately 100 more sites at $100,000 per school in the lowest performing schools in the state. The programs will focus on expanding instructional time for students and opportunities for teachers to collaborate as they implement the New Illinois Learning Standards.

Bilingual Education

The number of English Language Learners has increased at an average rate of 4.7% annually since fiscal year 2005. The Bilingual Education Appropriations have remained constant for the last four fiscal years at $63.4 million. Approximately 9.5% of Illinois students were English Language Learners in FY13. The Superintendent is recommending a $12.3 million increase (19.4%). The increase in funding is projected to provide for a proration of 86.9% in FY15 as compared to the projected proration level of 78.0% for FY14.

Funding History

<table>
<thead>
<tr>
<th>Year</th>
<th>Appropriation</th>
<th>Proration</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>$75,652.0</td>
<td>81.5%*</td>
</tr>
<tr>
<td>FY10</td>
<td>$68,086.8</td>
<td>88.5%</td>
</tr>
<tr>
<td>FY11</td>
<td>$63,381.2</td>
<td>82.2%</td>
</tr>
<tr>
<td>FY12</td>
<td>$63,381.2</td>
<td>73.7%</td>
</tr>
<tr>
<td>FY13</td>
<td>$63,381.2</td>
<td>81.0%</td>
</tr>
<tr>
<td>FY14</td>
<td>$63,381.2</td>
<td>78.0%</td>
</tr>
</tbody>
</table>

*In fiscal year 2009, Chicago received bilingual funding through the Chicago Block Grant. As a result, Chicago Public Schools (CPS) Bilingual claims were funded at 100% and downstate was prorated at 65.7%. For comparative purposes the fiscal year 2009 appropriation level would’ve caused a 81.5% proration had CPS been reimbursed for their claim as has been the practice since fiscal year 2010.
**Gifted Education**

The Superintendent recommends an appropriation of $65,000 to fund an update to the Gifted Education Seminar (GES). The GES is outdated and needs to be updated to the new operating systems and made more user friendly. On or around 50% of the funding would be utilized for updates to the GES program and the teacher database that maintains the certificates for those who complete the GES. The remainder of the funding would be utilized for additional training that is needed in the field to train more trainers in the Regional Offices of Education due to staff turnover. These trainers provide the GES’s to the teachers.

**Advanced Placement Classes**

In addition to the current $500,000 appropriation for Advanced Placement, the Superintendent is recommending a $2 million appropriation which would fund the approximate $20 per advanced placement exam fee not covered by either federal or College Board funding for low-income students. The requested amount would assist an estimated 100,000 low-income students.

**Agricultural Education**

The Superintendent is recommending an increase of $750,000 to the Agricultural Education (Ag Ed) line. The recommended increase is a $200,000 increase in program funding and $550,000 to replace the one time other state fund support in FY14. The increase represents a partial restoration of the $2,131.2 million reduction in funding since fiscal year 2009. In light of significant cuts to the Ag Ed line item, the increase in the Ag Ed line item funds would go toward supporting three priorities – funds for local districts’ Ag Ed Incentive Funding Grant, funds for developing and aligning the agriculture curriculum to the Next Generation Science Standards (pending Board adoption), and funds to support the agriculture literacy efforts in the statewide county coalitions.

**Career and Technical Education**

Career and Technical Education Programs continue to provide important experiential learning opportunities for Illinois students. Funding for this program also leverages approximately $38.9 million in federal funding annually. The Superintendent recommends the funding level required to meet MOE requirements for FY15.

**School Reform and Accountability**

**Lowest Performing Schools**

The Superintendent is recommending a $5 million appropriation for the state’s lowest performing schools. The additional requested amount of $4 million would assist 26 school districts, with 52 schools that represent those districts, with a three-year average of the lowest student performance on state assessments in the bottom 5% of the schools in the state. These funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, use of time, effective instruction, use of data, school environment, and family and community engagement. Depending upon the enrollment range of the school the district would receive an allocation.
The Superintendent’s recommendation includes a $2.6 million appropriation for the Illinois Shared Learning Environment (ISLE). ISLE is an online platform currently under development that will provide educators and learners with integrated data and tools to personalize learning and drive student success. ISLE’s services to school districts will include teacher dashboards, search tools for educational content, assessment applications, and streamlined access to educational technology tools and applications. In addition ISLE will reduce district reporting burdens by streamlining data transfer from districts to ISBE. ISLE will begin rolling out to Race to the Top (RTTT) districts in FY15 and will ultimately be offered to all districts across Illinois. The development of this system has been financed with $12 million in capital funds. The funds included in this budget will allow for implementation of the product that has been developed—including training and support for teachers and principals in implementing the system.

The requested budget for ISLE will provide the resources required to support, maintain, and scale the statewide instructional technology platform. These resources include personnel, contractual technology services, and instructional application development.

Approximately $500,000 will be used to fund contractual personnel to operate and maintain ISLE as it begins rollout to all RTTT districts in 2014-15. Another $500,000 is included for hosting the ISLE production environment and providing data integration services with participating school districts. Applications for teachers and students appropriately account for the largest portion of the budget. An amount of $1.6 million is being requested to continue to develop and provide key applications to participating districts at no cost to those districts. The State and District Technology line also includes $1.2 million in funding for the Illinois Virtual School (IVS). IVS provides online, teacher-facilitated courses to public, private and home-schooled students in grades five through 12 as well as online professional development to Illinois Educators. More than 300 schools have used IVS to fill in where students 1) need a course but can’t fit it into their schedule, 2) are unable to attend school regularly, 3) recover credit to graduate on time, or 4) would like a course which the school does not offer. The online courses are standards-aligned and taught by Illinois certified, highly qualified teachers. IVS currently employs 59 certified teachers. For the FY13 school year, IVS had 3,185 course enrollments and reported a 90% completion rate.

### Regional Delivery System

The detailed information related to the Regional Delivery System is provided under the Other Funds Section of this memo. PA 98-0024 extended the legislation allowing the payment for ROE costs including compensation to be paid from the Corporate Personal Property Replacement Tax Fund to FY14 and all future fiscal years. The Superintendent’s recommended budget includes appropriations from Corporate Personal Property Replacement Tax funds in

<table>
<thead>
<tr>
<th>Priority District – (Non-SIG School Enrollment range)</th>
<th>Number in Range</th>
<th>Per District Allocation</th>
<th>Total Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 3000</td>
<td>4</td>
<td>$412,500</td>
<td>$1,650,000</td>
</tr>
<tr>
<td>1000-3000</td>
<td>8</td>
<td>$275,000</td>
<td>$2,200,000</td>
</tr>
<tr>
<td>Under 1000</td>
<td>14</td>
<td>$82,143</td>
<td>$1,150,000</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td></td>
<td>$5,000,000</td>
</tr>
</tbody>
</table>
amounts sufficient to fully fund ROE compensation and to fund ROE services at the FY10 appropriation level.

**Targeted Special Education Programs**

The FY14 ISBE appropriation included $6.5 million in funding for five programs which serve individuals with special education needs in Illinois. These entities include the Community Residential Services Authority, the Materials Center for the Visually Impaired, the Philip J. Rock Center and School, Autism, and Blind and Dyslexic. The Superintendent recommends funding for these entities at the FY14 levels with the exception of an additional $30,000 for Blind and Dyslexic as requested by advocates to fund 10 professional development training sessions for 350 teachers. It is important to note that the $6.5 million in funding for the five entities is included in the calculation of MOE for federal Individuals with Disabilities Education Act.

**Educator Quality and Support**

**Teach for America**

The Superintendent is recommending an appropriation of $1 million for FY15. The recommended appropriation amount is sufficient to continue to receive a matching $1 million dollars of private funding for the program. The additional funding will be utilized to recruit and support an additional 140 first year teachers of color. These efforts, coupled with fiscal year 2013 efforts, will result in over 240 first and second year teachers of color in the Chicago Region.

**Diverse Educator Recruitment**

Although there has been a slight increase in numbers of people of color entering the teaching force, nationally and in Illinois the teaching force is overwhelming white and female. In 2011, 84% of teachers were white and 84% were female (Profile of Teachers in the U.S., 2011). The Superintendent is recommending a $700,000 appropriation for a minority recruitment and mentoring program which supports students in middle and high school to take appropriate coursework and begin career exploration into the teaching field. This amount would fund training for 400 teachers, curriculum materials, workshops for mentors during the school year, and stipends for teachers who serve as mentors. More specifically, the training will take place in locations throughout Illinois and trainers will work with teachers during a three day residency.

**Performance Evaluations**

The Superintendent is recommending $200,000 for FY15 in order to continue to support the work of the Performance Evaluation Advisory Council (PEAC) and school districts in the implementation of the Performance Evaluation Reform Act of 2010. The funding will be used to fund a contract with an entity to provide facilitation services to the PEAC and to provide meeting space and necessary travel reimbursement to those stakeholders who may need assistance in order to attend the required meetings.

**Principal Mentoring Program**

Quality leaders are recognized as a key component for school improvement and strong schools. Due to this being a key component, the Superintendent is recommending $1 million to fund mentoring for first and second year principals. ISBE rules specify the amount of granted funds
per mentored Principal at $2,750. The requested funds would be sufficient to support mentoring of approximately 360 new Principals.

**Teacher and Administrator Mentoring Program**

The Superintendent is recommending $5 million to provide mentoring opportunities for new teachers. Studies have found that high quality induction programs can reduce turnover by 50%. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness. With increasing accountability and new evaluations systems, it is critical that the approximately 8,700 new teachers entering the workforce each year receive support and professional development that will support their teaching. The requested funding would support mentoring of 2,500 to 3,000 new teachers.

**Teacher Instructional Support**

The Superintendent’s FY15 recommendation includes $10 million for a Teacher Instructional Support program. These funds will be used to support the development of classroom materials, development of online courses, and professional development to support the teachers in the implementation of curriculum in the areas of English Language Arts, Math, Science, Arts and Physical Education, and their alignment to the New Illinois Learning Standards. The requested amount would assist 127,830 teachers by providing them with opportunities for state developed professional development, online courses, and additional resources that will support classroom implementation of instruction and assessments aligned to the Illinois Math, ELA, and Science standards. A survey completed by teachers, identified areas of need. Some of those responses were:

- Only 13.5% felt completely prepared to implement the New Illinois Learning Standards;
- 32% aren’t using data to improve curricula and classroom instruction;
- 61% need professional development in the development of formative assessments aligned with the New Illinois Learning Standards;
- 63% need professional development in the development of units/lessons aligned with the New Illinois Learning Standards;
- 51.7% need assistance in providing instructional supports.

**Other Statewide District Categorical Assistance**

**District Consolidation Costs**

Staff completed estimates of the amount necessary to fund the cost of Reorganization Feasibility Studies and District Reorganization Incentives. The Superintendent is recommending an appropriation of $3.97 million, which is an increase of $1.470 million for FY15 to provide funding to the 16 qualified districts.

**Regional Consolidation Incentive Fund**

The Superintendent is recommending a $10 million appropriation in FY15 to create incentives for school districts to form Regional High Schools, consolidation of dual districts, and regional education proposals that would expand the delivery of educational services. The funding would be utilized for needed facility expenditures, extended school days for students and/or teachers for collaboration purposes for the implementation of the new curriculum, expanding
opportunities for Advanced Placement and Dual Credit Courses for high school students and purchase of buses to address greater transportation needs for the newly formed district. The funding would be distributed giving priority to those districts that are low performing in terms of student achievement as well as those districts that have low property wealth and high concentrations of low income students.

With the implementation of this “new” incentive program, staff are recommending that the current incentive program will be phased out. Districts that have already passed successful reorganizations and are receiving incentive payments under the current statute will continue to receive these incentives. Newly reorganized districts with a future effective date will receive incentives under this program.

Emergency Relief for School Districts

The Superintendent is recommending a $5 million appropriation to enable the agency to be able to provide timely assistance to school districts in the event of extraordinary emergencies such as tornados, flooding and other unforeseeable events. The current practice is that agency staff will work with an impacted school district to assess the immediate needs and provide technical assistance without any ability to provide financial support in an extraordinary emergency situation. An appropriation of $5 million would allow the agency the ability to provide immediate financial support based upon a needs assessment developed in collaboration with school district personnel. It has been contemplated that proceeds from funding sources such as the Federal Government and/or Insurance could be returned to the State when the proceeds are received by the school district at some point in time after the expenditure of funds has taken place. This funding would be used while considering the need and approval for as well as in conjunction with the use of Temporary Relocation Funds

Temporary Relocation Expenses Revolving Grant Fund Deposit

The Superintendent's recommendation includes a $350,000 appropriation of General Revenue Funds to the same amount to the Temporary Relocation Expenses Revolving Grant Fund (TRERGF). The transfer will replenish the TRERGF to approximately the FY13 yearend balance. During FY14, two school districts were in need of these funds: Gillespie School District #7 and Meridian School District #101. Gillespie School District relocated their students due to mine subsidence and Meridian School District is relocating their students due to severe mold in the elementary school. Both of these schools were condemned. The $350,000 transfer will replenish this fund back to the beginning FY14 amount of $650,000. These funds will then be available to assist school district administration in relocating their students in the unforeseen event of an emergency such as fire, tornado, flooding, building condemnation, etc.

Student Health and Safety Initiatives

Alternative Learning/Regional Safe Schools

The Superintendent is recommending a restoration to the Alternative Learning/Regional Safe Schools line item to the FY10 level of $16.7 million, an increase of $10.4 million over FY14. This line realized a 62.2% reduction between FY10 and FY14. Between FY10 and FY13, the number of students served by the program decreased by 645.

Truant Alternative and Optional Education
The Superintendent is recommending a restoration to the Truant Alternative and Optional Education (TAOEP) line item to the FY10 level of $18.1 million, an increase of $6.6 million over FY14. Funding for TAEOP decreased by 36.4% from FY10 to FY14. Between FY10 and FY13, the number of students receiving TAEOP services decreased by 51,500.

**Homeless Education**

The Superintendent is recommending $3 million for the Homeless Education Program. The number of homeless students as reported by districts was 45,775 in FY13, an increase of 17.7% over fiscal year 2011. Funding will provide assistance, support services, outreach and advocacy needed for homeless students to remain in school and have equal access to the same free, appropriate public education as provided to other children and youth.

**Agency Operations**

An increase of $473,000 is being recommended to restore the reduction to the General Funds Personal Services line item that was enacted in FY14. Given the ongoing negotiations with the Illinois Federation of State Office Educators and the volume of vacancies which are currently advertised, it's imperative that this funding is restored.

An increase of $133,800 is being recommended to partially restore the reduction to the General Funds Travel line item that was enacted in FY12. Given the financial condition and the continued need to monitor and audit school districts, additional travel is required to districts to provide financial technical assistance and to ensure the programmatic integrity and fiscal compliance with the programs administered by the agency.

**Other State Funds**

**Corporate Personal Property Tax Replacement Fund**

**Regional Office of Education - Salaries**

Public Act 98-0024 extended the legislation allowing for the payment of Regional Office of Education (ROE) compensation to be paid from the Corporate Personal Property Tax Replacement Fund for FY14 and all subsequent years. As a result, the Superintendent is requesting an appropriation of $12.7 million to pay for ROE salaries from the Corporate Personal Property Tax Replacement Fund in FY15. The amount being requested will provide funding for the statutory salary increases as well as providing the necessary funding for termination costs.

**Regional Office of Education – School Services**

The Superintendent is recommending the restoration of the appropriation for ROE services to the FY10 appropriation level of $4.95 million, an increase of $2.7 million (123%) over FY14 funding levels. The recommended increase represents a partial restoration of funding to the FY02 level of $12.5 million. This funding supports the administrative costs of the ROEs and Intermediate Service Centers. It also supports continuous improvement and capacity building in the regional offices and intermediate offices, and provides for the delivery of specific services.
The recommended request for federal spending authority provides sufficient authority to allow for disbursement of all federal grant and administrative funds, including those carried over from previous grant years. Federal spending authority being sought for FY15 is $33.0 million (-1.1%) less than the FY14 authority. The decrease is attributed to the expiration of the Title I ARRA program which required appropriations in FY14 in order to expend carryover funds from the previous year.

**Capital Budget Request**

**Technology for Instruction and Assessments**

Based upon the agency’s research and surveys conducted with the Illinois Century Network and other stakeholders, the Superintendent is recommending the FY15 budget include a request in the Governor’s capital budget to meet estimated school technology needs in the amount of $450 million. This investment would be targeted toward improving the connectivity of buildings to broadband internet service as well as improving the network capabilities within the classroom. This request does not include funding for individual devices.

Between 70-80% of Illinois schools have access to a broadband internet connection either through fiber or wireless connected to fiber. The connection from the street to the building(s) is the most expensive part in upgrading access. At this time ISBE anticipates requesting $100 million-$200 million for broadband connections.

School networks are in need of increasing capabilities to connect students/educators computer, smart boards and mobile devices, to the internet and school intranet. School buildings need continuous "always on" connections with the growing presence of educators and student owned mobile devices being used for instructional purposes (smart phones, tablets, e-readers, etc.). At this time ISBE anticipates a request between $150 million-$250 million for internal connections (from the server to the classroom).

**Next Steps**

Agency staff will prepare materials for the full Board to consider and vote on during the January 22, 2014, Plenary Session. Once the Board gives the final approval for a fiscal year 2015 budget recommendation, that recommendation will be forwarded to the Governor and the General Assembly. It will also be posted on the Agency’s website.
## GENERAL FUNDS

### Special Education:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY15 Superintendent Recommendation</th>
<th>$ Increase</th>
<th>% Increase</th>
<th>$ Increase</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid</td>
<td>$6,119</td>
<td>$6,119</td>
<td>$6,119</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GSA Formula Grant</strong></td>
<td></td>
<td></td>
<td>2,774,108.5</td>
<td>2,436,349.2</td>
<td>-8.8%</td>
<td>2,085,581.1</td>
<td>-13.9%</td>
</tr>
<tr>
<td><strong>PTELL Adjustment</strong></td>
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<td>266,135.5</td>
<td>188,198.6</td>
<td>(111,824.3)</td>
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<td>373,481.0</td>
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</tr>
<tr>
<td><strong>GSA Supplemental Low-Income Grant</strong></td>
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<td>1,712,100.1</td>
<td>2,085,581.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Adjustments</strong></td>
<td>27,613.5</td>
<td>27,613.5</td>
<td>25,000.0</td>
<td>(2,613.5)</td>
<td>-9.5%</td>
<td>(2,613.5)</td>
<td>-9.5%</td>
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<td><strong>Subtotal, General State Aid</strong></td>
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<td>289,678.7</td>
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### Mandated Categoricals:

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY15 Superintendent Recommendation</th>
<th>$ Increase</th>
<th>% Increase</th>
<th>$ Increase</th>
<th>% Increase</th>
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<tbody>
<tr>
<td>Sp Ed - Personnel Reimbursement</td>
<td>440,500.0</td>
<td>440,200.0</td>
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<tr>
<td>Sp Ed - Funding for Children Requiring Sp Ed Services</td>
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<td>303,091.7</td>
<td>302,928.9</td>
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<td>(162.8)</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Sp Ed - Endowment Tuition</td>
<td>105,000.0</td>
<td>105,000.0</td>
<td>95,000.0</td>
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<td>-9.5%</td>
<td>(10,000.0)</td>
<td>-9.5%</td>
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<td>Sp Ed - Private Tuition</td>
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<td>218,947.7</td>
<td>228,000.0</td>
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<td>9,052.3</td>
<td>4.1%</td>
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<td>Sp Ed - Summer School</td>
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<td>10,100.0</td>
<td>13,000.0</td>
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<td>Sp Ed - Transportation</td>
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<td>440,500.0</td>
<td>462,900.0</td>
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<tr>
<td><strong>Subtotal, Special Ed Categoricals</strong></td>
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</table>

### Standards and Assessments:

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<thead>
<tr>
<th>Description</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY15 Superintendent Recommendation</th>
<th>$ Increase</th>
<th>% Increase</th>
<th>$ Increase</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
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<td>54,534.4</td>
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<td>Growth Model</td>
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</tr>
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<td>Longitudinal Data System</td>
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<td>2,311.3</td>
<td>NA</td>
<td>2,311.3</td>
<td>NA</td>
</tr>
<tr>
<td>Learning Stds &amp; Assessments/Std's Materials &amp; Training</td>
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<td>0.0</td>
<td>0.0</td>
<td>(2,000.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Standards, Assessments and Accountability</strong></td>
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<td>27,400.0</td>
<td>56,845.7</td>
<td>16,945.7</td>
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<td>29,445.7</td>
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### Academic Improvement:

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<tr>
<th>Description</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY15 Superintendent Recommendation</th>
<th>$ Increase</th>
<th>% Increase</th>
<th>$ Increase</th>
<th>% Increase</th>
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<tbody>
<tr>
<td>Early Childhood Education</td>
<td>340,192.4</td>
<td>300,192.4</td>
<td>325,123.5</td>
<td>(15,068.9)</td>
<td>-4.4%</td>
<td>24,931.1</td>
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<tr>
<td>Arts and Foreign Language</td>
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<td>500.0</td>
<td>500.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>500.0</td>
<td>100.0%</td>
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<tr>
<td>Extended Learning Time</td>
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<td>0.0</td>
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<td>Gifted Education</td>
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<td>65.0</td>
<td>65.0</td>
<td>NA</td>
<td>65.0</td>
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<tr>
<td>Bilingual Education</td>
<td>74,381.2</td>
<td>63,381.2</td>
<td>75,652.0</td>
<td>1,270.8</td>
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<td>19.4%</td>
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<tr>
<td>$000s</td>
<td>FY14 Board Recommendation</td>
<td>FY14 ISBE Appropriation</td>
<td>FY 15 Superintendent Recommendation</td>
<td>% Increase (Decrease)</td>
<td>% Increase (Decrease)</td>
<td>$ Increase (Decrease)</td>
<td>% Increase (Decrease)</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------------------------</td>
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<tr>
<td><strong>College and Career Readiness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance Placement Classes</td>
<td>750.0</td>
<td>500.0</td>
<td>500.0</td>
<td>(250.0)</td>
<td>-33.3%</td>
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</tr>
<tr>
<td>Low-Income Advanced Placement</td>
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<td>0.0</td>
<td>2,000.0</td>
<td>2,000.0</td>
<td>NA</td>
<td>2,000.0</td>
<td>NA</td>
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<tr>
<td>Agricultural Education</td>
<td>A</td>
<td>1,800.0</td>
<td>1,250.0</td>
<td>2,000.0</td>
<td>200.0</td>
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<td>Career and Technical Education Programs</td>
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<tr>
<td>Subtotal Career and College Readiness</td>
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<td>39,312.1</td>
<td>40,562.1</td>
<td>(50.0)</td>
<td>-0.1%</td>
<td>750.0</td>
<td>1.9%</td>
</tr>
<tr>
<td><strong>School Reform and Accountability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lowest Performing Schools</td>
<td>5,000.0</td>
<td>1,002.8</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>3,997.2</td>
<td>398.6%</td>
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<tr>
<td>Statewide System of Support</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's Mental Health Partnership</td>
<td>300.0</td>
<td>300.0</td>
<td>300.0</td>
<td>0.0</td>
<td>0.0%</td>
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</tr>
<tr>
<td>State and District Technology Support</td>
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<td>5,600.0</td>
<td>2,600.0</td>
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<td>Subtotal, School Reform and Accountability</td>
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<td>3,802.8</td>
<td>10,900.0</td>
<td>2,600.0</td>
<td>31.3%</td>
<td>7,097.2</td>
<td>186.6%</td>
</tr>
<tr>
<td><strong>Regional Delivery System</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Offices of Education - Bus Driver Training</td>
<td>B</td>
<td>70.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(70.0)</td>
<td>-100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Regional Offices of Education - Salaries</td>
<td>B</td>
<td>10,100.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(10,100.0)</td>
<td>-100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Regional Offices of Education - School Services</td>
<td>B</td>
<td>6,500.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(6,500.0)</td>
<td>-100.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>Subtotal, Regional Offices of Education</td>
<td>16,670.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(16,670.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>250.0</td>
<td>100.0</td>
<td>100.0</td>
<td>(150.0)</td>
<td>-60.0%</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>846.6</td>
<td>30.0</td>
<td>3.7%</td>
<td>30.0</td>
<td>3.7%</td>
</tr>
<tr>
<td>Community and Residential Services Authority</td>
<td>592.3</td>
<td>592.3</td>
<td>592.3</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>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Phillip J. Rock Center and School</td>
<td>3,577.8</td>
<td>3,577.8</td>
<td>3,577.8</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Subtotal, Special Education</td>
<td>6,657.8</td>
<td>5,507.8</td>
<td>6,537.8</td>
<td>(120.0)</td>
<td>-1.8%</td>
<td>30.0</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Educator Quality and Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Board Certification</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>1,000.0</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>1,975.0</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>(975.0)</td>
<td>-49.4%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Diversified Educator Recruitment</td>
<td>0.0</td>
<td>0.0</td>
<td>700.0</td>
<td>700.0</td>
<td>NA</td>
<td>700.0</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher Instructional Support</td>
<td>0.0</td>
<td>0.0</td>
<td>10,000.0</td>
<td>10,000.0</td>
<td>NA</td>
<td>10,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>Performance Evaluations</td>
<td>200.0</td>
<td>0.0</td>
<td>200.0</td>
<td>0.0</td>
<td>NA</td>
<td>200.0</td>
<td>NA</td>
</tr>
<tr>
<td>Principal Mentoring Program</td>
<td>900.0</td>
<td>0.0</td>
<td>1,000.0</td>
<td>100.0</td>
<td>11.1%</td>
<td>1,000.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Teacher and Administrator Mentoring Program</td>
<td>5,000.0</td>
<td>0.0</td>
<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>5,000.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Subtotal, Educator Quality and Support</td>
<td>9,075.0</td>
<td>2,000.0</td>
<td>18,000.0</td>
<td>9,825.0</td>
<td>108.3%</td>
<td>16,900.0</td>
<td>845.0%</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></td>
</tr>
<tr>
<td>District Consolidation Costs</td>
<td>3,950.0</td>
<td>2,500.0</td>
<td>3,970.0</td>
<td>20.0</td>
<td>0.5%</td>
<td>1,470.0</td>
<td>58.8%</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>NA</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>East St. Louis District 189</td>
<td>0.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>(3,000.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Emergency Relief for School Districts</td>
<td>0.0</td>
<td>0.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>NA</td>
<td>5,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>Regional Consolidation Incentive Fund</td>
<td>0.0</td>
<td>0.0</td>
<td>10,000.0</td>
<td>10,000.0</td>
<td>NA</td>
<td>10,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>School District Emergency Financial Assistance Fund Deposit</td>
<td>13,640.0</td>
<td>1,500.0</td>
<td>0.0</td>
<td>(13,640.0)</td>
<td>-100.0%</td>
<td>(1,500.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Temporary Relocation Expenses Revolving Grant Fund Deposit</td>
<td>0.0</td>
<td>0.0</td>
<td>350.0</td>
<td>350.0</td>
<td>NA</td>
<td>350.0</td>
<td>NA</td>
</tr>
<tr>
<td>Subtotal, Other Statewide District Categorical Assistance</td>
<td>17,590.0</td>
<td>7,000.0</td>
<td>19,320.0</td>
<td>1,730.0</td>
<td>9.8%</td>
<td>12,320.0</td>
<td>176.0%</td>
</tr>
<tr>
<td>$000s</td>
<td>FY14 Board Recommendation</td>
<td>FY14 ISBE Appropriation</td>
<td>FY15 Superintendent Recommendation</td>
<td>Comparison of FY 2014 Superintendent Recommendation</td>
<td>$</td>
<td>%</td>
<td>$</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Increase (Decrease)</td>
<td>Increase (Decrease)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Health and Safety Initiatives</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>9,341.9</td>
<td>6,300.0</td>
<td>16,682.0</td>
<td>7,340.1</td>
<td>78.6%</td>
<td>10,382.0</td>
<td>164.8%</td>
</tr>
<tr>
<td>Homeless Education</td>
<td>3,000.0</td>
<td>0.0</td>
<td>3,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>3,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>Truant Alternative and Optional Education</td>
<td>12,000.0</td>
<td>11,500.0</td>
<td>16,070.0</td>
<td>6,070.0</td>
<td>50.6%</td>
<td>6,570.0</td>
<td>57.1%</td>
</tr>
<tr>
<td>School Security Grant Program</td>
<td>20,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(20,000.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Subtotal, Health &amp; Safety Initiatives before lump sums</td>
<td>44,341.9</td>
<td>17,800.0</td>
<td>37,752.0</td>
<td>(6,589.9)</td>
<td>-14.9%</td>
<td>19,952.0</td>
<td>112.1%</td>
</tr>
<tr>
<td>Educator Investigations/Hearings–Lump Sum</td>
<td>184.0</td>
<td>184.0</td>
<td>184.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Subtotal, Student Health and Safety Initiatives</td>
<td>44,525.9</td>
<td>17,984.0</td>
<td>37,936.0</td>
<td>(6,589.9)</td>
<td>-14.8%</td>
<td>19,952.0</td>
<td>110.9%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Matters</td>
<td>0.0</td>
<td>2,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>(2,000.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Targeted Initiatives</td>
<td>0.0</td>
<td>350.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>(350.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Tax Equivalent Grants</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>0.0</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>(1,000.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Subtotal, Miscellaneous</td>
<td>222.6</td>
<td>3,572.6</td>
<td>222.6</td>
<td>0.0</td>
<td>0.0%</td>
<td>(3,572.6)</td>
<td>-93.8%</td>
</tr>
<tr>
<td>Subtotal Grants without GSA/MCATS</td>
<td>598,627.0</td>
<td>471,652.9</td>
<td>604,564.7</td>
<td>5,937.7</td>
<td>1.0%</td>
<td>132,911.8</td>
<td>28.2%</td>
</tr>
<tr>
<td>TOTAL - GRANTS</td>
<td>7,391,096.1</td>
<td>6,663,799.5</td>
<td>7,733,015.3</td>
<td>341,919.2</td>
<td>4.6%</td>
<td>1,069,215.7</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

| ADMINISTRATION --GENERAL FUNDS |                         |                         |                                   |                                 |     |    |     |     |
| Personal Services | 16,036.3 | 0.0 | 16,036.3 | 0.0 | 0.0% | 16,036.3 | NA |
| Retirement Pick-Up | 191.8 | 0.0 | 191.8 | 0.0 | 0.0% | 191.8 | NA |
| Retirement | 200.0 | 0.0 | 200.0 | (200.0) | -100.0% | 0.0 | NA |
| Social Security/Medicare | 517.6 | 0.0 | 517.6 | 0.0 | 0.0% | 517.6 | NA |
| Sub-Total Personal Services and Benefits | 16,945.7 | 0.0 | 16,945.7 | (200.0) | -1.2% | 16,745.7 | NA |
| Contractual | 6,000.0 | 0.0 | 6,000.0 | 0.0 | 0.0% | 6,000.0 | NA |
| Travel | 300.0 | 0.0 | 300.0 | 0.0 | 0.0% | 300.0 | NA |
| Commodities | 71.3 | 0.0 | 71.3 | 0.0 | 0.0% | 71.3 | NA |
| Printing | 64.7 | 0.0 | 64.7 | 0.0 | 0.0% | 64.7 | NA |
| Equipment | 132.2 | 0.0 | 132.2 | 0.0 | 0.0% | 132.2 | NA |
| Telecommunications | 450.0 | 0.0 | 450.0 | 0.0 | 0.0% | 450.0 | NA |
| Operation of Automotive Equipment | 23.8 | 0.0 | 23.8 | 0.0 | 0.0% | 23.8 | NA |
| Subtotal, Operations | 23,987.7 | 0.0 | 23,987.7 | (200.0) | -0.8% | 23,787.7 | NA |
| GRF Administrative Lump Sum | 0.0 | 23,180.9 | 0.0 | 0.0 | NA | (23,180.9) | -100.0% |
| Strategic Plan | 0.0 | 0.0 | 0.0 | 0.0 | NA | 0.0 | 0.0% |
| Subtotal, Lump Sums | 0.0 | 23,180.9 | 0.0 | 0.0 | NA | (23,180.9) | -100.0% |
| TOTAL - ADMINISTRATION AND LUMP Sums | 23,987.7 | 23,180.9 | 23,787.7 | (200.0) | -0.8% | 606.8 | 2.6% |

| GENERAL FUNDS TOTAL | 7,415,083.8 | 6,686,960.4 | 7,756,803.0 | 341,719.2 | 4.6% | 1,069,822.5 | 16.0% |
### FY 2014 Superintendent Recommendation Comparison

<table>
<thead>
<tr>
<th>Other State Funds</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Superintendent Recommendation</th>
<th>Increase (Decrease)</th>
<th>Increase (%)</th>
<th>Increase (Decrease)</th>
<th>Increase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ordinary &amp; Contingent Expenses - Indirect Cost Recovery</strong></td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>7,015.2</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Ordinary &amp; Contingent Expenses - Chicago Teacher Cert. Fees</strong></td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>2,208.9</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Ordinary &amp; Contingent Expenses - Teacher Certificate Fees</strong></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>Ordinary &amp; Contingent Expenses - School Infrastructure Fund</strong></td>
<td>600.0</td>
<td>600.0</td>
<td>600.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Lump Sums</strong></td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTAL - ORDINARY &amp; CONTINGENT EXPENSES</strong></td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>14,824.1</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>GRANTS</strong></td>
<td><strong>45,344.8</strong></td>
<td><strong>62,089.8</strong></td>
<td><strong>49,874.8</strong></td>
<td><strong>4,530.0</strong></td>
<td><strong>10.0%</strong></td>
<td><strong>(12,215.0)</strong></td>
<td><strong>-19.7%</strong></td>
</tr>
<tr>
<td><strong>Subtotal, Grants</strong></td>
<td><strong>45,344.8</strong></td>
<td><strong>62,089.8</strong></td>
<td><strong>49,874.8</strong></td>
<td><strong>4,530.0</strong></td>
<td><strong>10.0%</strong></td>
<td><strong>(12,215.0)</strong></td>
<td><strong>-19.7%</strong></td>
</tr>
<tr>
<td><strong>TOTAL - GRANTS</strong></td>
<td><strong>60,168.9</strong></td>
<td><strong>76,913.9</strong></td>
<td><strong>64,698.9</strong></td>
<td><strong>4,530.0</strong></td>
<td><strong>7.5%</strong></td>
<td><strong>(12,215.0)</strong></td>
<td><strong>-15.9%</strong></td>
</tr>
</tbody>
</table>

**Note:** The comparison shows the difference between the Superintendent's recommendation and the ISBE's appropriation for FY 2014, indicating increases or decreases in various budget categories.
<p>| FEDERAL FUNDS | ADMINISTRATION | | Comparison of FY 2014 Superintendent Recommendation | | to FY14 Board Recommendation | to FY14 Appropriation |
|---|---|---|---|---|---|
| | $000s | FY14 Board Recommendation | FY14 ISBE Superintendent Appropriation | FY 15 Superintendent Recommendation | $ Increase % Increase $ Increase % Increase |
| | | | | | |
| FEDERAL FUNDS | | | | |
| ADMINISTRATION | | | | |
| Operations | | | | |
| Personal Services | 17,897.0 | 17,897.0 | 17,897.0 | 0.0 | 0.0% |
| Retirement Pick-Up | 114.9 | 114.9 | 114.9 | 0.0 | 0.0% |
| Retirement | 7,732.7 | 7,732.7 | 7,732.7 | 0.0 | 0.0% |
| Social Security/Medicare | 1,259.3 | 1,259.3 | 1,259.3 | 0.0 | 0.0% |
| Group Insurance | 5,203.8 | 5,203.8 | 5,203.8 | 0.0 | 0.0% |
| Sub-Total Personal Services and Benefits | 32,207.7 | 32,207.7 | 32,207.7 | 0.0 | 0.0% |
| Contractual | 26,525.5 | 26,525.5 | 26,525.5 | 0.0 | 0.0% |
| Travel | 2,030.0 | 2,030.0 | 2,030.0 | 0.0 | 0.0% |
| Commodities | 410.0 | 410.0 | 410.0 | 0.0 | 0.0% |
| Printing | 498.0 | 498.0 | 498.0 | 0.0 | 0.0% |
| Equipment | 1,000.0 | 1,000.0 | 1,000.0 | 0.0 | 0.0% |
| Telecommunications | 459.0 | 459.0 | 459.0 | 0.0 | 0.0% |
| Subtotal, Operations | 63,130.2 | 63,130.2 | 63,130.2 | 0.0 | 0.0% |
| TOTAL-- ADMINISTRATION | 63,130.2 | 63,130.2 | 63,130.2 | 0.0 | 0.0% |
| GRANTS | | | | |
| Career and Technical Education | | | | |
| Career and Technical Education - Basic | 55,000.0 | 55,000.0 | 55,000.0 | 0.0 | 0.0% |
| Subtotal, Career and Technical Education | 55,000.0 | 55,000.0 | 55,000.0 | 0.0 | 0.0% |
| Child Nutrition | | | | |
| Child Nutrition Programs | 725,000.0 | 725,000.0 | 725,000.0 | 0.0 | 0.0% |
| Subtotal, Child Nutrition | 725,000.0 | 725,000.0 | 725,000.0 | 0.0 | 0.0% |
| Individuals with Disabilities Act | | | | |
| Individuals with Disabilities Education Act | 700,000.0 | 700,000.0 | 700,000.0 | 0.0 | 0.0% |
| Individuals with Disabilities Education Act - Deaf and Blind | 500.0 | 500.0 | 500.0 | 0.0 | 0.0% |
| Individuals with Disabilities Education Act - Preschool | 25,000.0 | 25,000.0 | 25,000.0 | 0.0 | 0.0% |
| Individuals with Disabilities Education Act - State Improvement | 4,350.0 | 4,350.0 | 4,500.0 | 150.0 | 3.4% |
| Subtotal, Individuals with Disabilities Act | 729,850.0 | 729,850.0 | 730,000.0 | 150.0 | 0.0% |</p>
<table>
<thead>
<tr>
<th>$000s</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Superintendent Recommendation</th>
<th>Comparison of FY 2014 Superintendent Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>%</td>
<td>$</td>
<td>%</td>
</tr>
<tr>
<td>NCLB (excluding Assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLB - Title I - Advanced Placement Program</td>
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<tr>
<td>NCLB - Title I</td>
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<td>NCLB - Title I - ARRA</td>
<td>73,400.0</td>
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<td>NCLB - Title I - Striving Readers</td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
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<tr>
<td>NCLB - Title II - Enhancing Education Through Technology</td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
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<tr>
<td>NCLB - Title II - Enhancing Education Through Technology - ARRA</td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
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<td>NCLB - Title II - Math/Science Partnerships</td>
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<td>14,000.0</td>
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<tr>
<td>NCLB - Title II - Teacher/Principal Training</td>
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<td>157,000.0</td>
<td>0.0%</td>
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<tr>
<td>NCLB - Title III - Language Acquisition</td>
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<td>0.6%</td>
<td>45,250.0</td>
<td>0.6%</td>
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<tr>
<td>NCLB - Title IV - 21st Century/Community Service Programs</td>
<td>74,000.0</td>
<td>0.0%</td>
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<tr>
<td>NCLB - Title V - Charter Schools</td>
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<tr>
<td>NCLB - Title VI - Rural and Low Income Schools</td>
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<td>NCLB - Title X - Homeless Education</td>
<td>5,000.0</td>
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<td>5,000.0</td>
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</tr>
<tr>
<td>Subtotal, NCLB (excluding Assessments)</td>
<td>1,312,650.0</td>
<td>(33,150.0)</td>
<td>1,312,650.0</td>
<td>(33,150.0)</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>23,780.3</td>
<td>0.0%</td>
<td>23,780.3</td>
<td>0.0%</td>
</tr>
<tr>
<td>ONPAR</td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Subtotal, Assessments</td>
<td>23,780.3</td>
<td>0.0%</td>
<td>23,780.3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Grants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Congressional Special Projects</td>
<td>5,000.0</td>
<td>0.0%</td>
<td>5,000.0</td>
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<tr>
<td>Longitudinal Data System</td>
<td>5,200.0</td>
<td>0.0%</td>
<td>5,200.0</td>
<td>0.0%</td>
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<tr>
<td>Longitudinal Data System - ARRA</td>
<td>10,000.0</td>
<td>0.0%</td>
<td>10,000.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Early Learning Challenge</td>
<td>35,000.0</td>
<td>0.0%</td>
<td>35,000.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Race to the Top</td>
<td>42,800.0</td>
<td>0.0%</td>
<td>42,800.0</td>
<td>0.0%</td>
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<tr>
<td>Subtotal, Other Grants</td>
<td>98,000.0</td>
<td>0.0%</td>
<td>98,000.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Subtotal - Grants</td>
<td>2,944,280.3</td>
<td>(33,000.0)</td>
<td>2,944,280.3</td>
<td>(33,000.0)</td>
</tr>
<tr>
<td>Subtotal - Federal Funds</td>
<td>3,007,410.5</td>
<td>(33,000.0)</td>
<td>3,007,410.5</td>
<td>(33,000.0)</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>10,482,663.2</td>
<td>313,249.2</td>
<td>10,795,912.4</td>
<td>313,249.2</td>
</tr>
</tbody>
</table>

A: In FY14, $550,000 of the Agriculture Education program was funded from the Downstate Transit Improvement Fund pursuant to PA 98-034. FY15 funding is proposed entirely from the General Revenue Fund.

B: All ROE expenditures will be funded from the Personal Property Replacement Tax Fund in FY15, pursuant to PA 98-024.
### ILLINOIS STATE BOARD OF EDUCATION

**FY 2015 General State Aid Budget Based on Estimated Data**

**January 22-23, 2014**

**Exhibit B**

**Amounts Listed in Actual Dollars**

<table>
<thead>
<tr>
<th></th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>Superintendent's Recommendaton</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSA Foundation Level</strong></td>
<td>$6,119</td>
<td>$6,119</td>
<td>$6,119</td>
<td>$6,119</td>
</tr>
<tr>
<td><strong>GSA Claim</strong></td>
<td>$4,679,162,048</td>
<td>$4,804,928,870</td>
<td>$5,004,314,307</td>
<td>$5,321,528,153</td>
</tr>
<tr>
<td><strong>GSA Appropriation</strong></td>
<td>$4,448,104,514</td>
<td>$4,286,752,500</td>
<td>$4,442,198,260</td>
<td>$5,321,528,153</td>
</tr>
<tr>
<td><strong>Proration</strong></td>
<td>95%</td>
<td>89%</td>
<td>89%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Prorated Amounts</th>
<th>Prorated Amounts</th>
<th>Prorated Amounts</th>
<th>Full Claim Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSA Formula Amount</strong></td>
<td>$2,936,137,949</td>
<td>$2,684,807,075</td>
<td>$2,702,484,702</td>
<td>$3,210,947,029</td>
</tr>
<tr>
<td><strong>GSA Poverty Amount</strong></td>
<td>$1,489,562,765</td>
<td>$1,581,627,650</td>
<td>$1,712,100,069</td>
<td>$2,085,581,124</td>
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<tr>
<td><strong>GSA Adjustments</strong></td>
<td>$22,403,800</td>
<td>$20,317,776</td>
<td>$27,613,489</td>
<td>$25,000,000</td>
</tr>
</tbody>
</table>

| **Total GSA**       | $4,448,104,514   | $4,286,752,500  | $4,442,198,260  | $5,321,528,153    |
ILLINOIS STATE BOARD OF EDUCATION
Comparison of the Equalized GSA Formula Grant to the Non-equalized Supplemental Low-Income Grant (Dollars in Millions)
Exhibit D
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Cost of PTELL Adjustment</th>
<th>Districts Benefitting</th>
<th>Districts Subject to PTELL</th>
<th>Total Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$46.0</td>
<td>97</td>
<td>369</td>
<td>896</td>
</tr>
<tr>
<td>2001</td>
<td>$52.2</td>
<td>255</td>
<td>387</td>
<td>894</td>
</tr>
<tr>
<td>2002</td>
<td>$101.5</td>
<td>353</td>
<td>436</td>
<td>893</td>
</tr>
<tr>
<td>2003</td>
<td>$199.1</td>
<td>292</td>
<td>455</td>
<td>893</td>
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<tr>
<td>2004</td>
<td>$205.2</td>
<td>299</td>
<td>460</td>
<td>888</td>
</tr>
<tr>
<td>2005</td>
<td>$357.3</td>
<td>353</td>
<td>458</td>
<td>881</td>
</tr>
<tr>
<td>2006</td>
<td>$580.6</td>
<td>326</td>
<td>459</td>
<td>874</td>
</tr>
<tr>
<td>2007</td>
<td>$624.1</td>
<td>307</td>
<td>461</td>
<td>873</td>
</tr>
<tr>
<td>2008</td>
<td>$805.5</td>
<td>348</td>
<td>461</td>
<td>870</td>
</tr>
<tr>
<td>2009</td>
<td>$789.0</td>
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<td>461</td>
<td>869</td>
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<tr>
<td>2010</td>
<td>$792.7</td>
<td>365</td>
<td>460</td>
<td>869</td>
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<tr>
<td>2011</td>
<td>$696.2</td>
<td>348</td>
<td>460</td>
<td>867</td>
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<tr>
<td>2012</td>
<td>$628.7</td>
<td>364</td>
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<td>2013</td>
<td>$502.0</td>
<td>291</td>
<td>460</td>
<td>862</td>
</tr>
<tr>
<td>2014</td>
<td>$300.0</td>
<td>189</td>
<td>460</td>
<td>860</td>
</tr>
<tr>
<td>Est. 2015</td>
<td>$188.2</td>
<td>109</td>
<td>460</td>
<td>860</td>
</tr>
</tbody>
</table>
ILLINOIS STATE BOARD OF EDUCATION
Cost of PTELL Adjustment Since FY 2000
(Dollars in Millions)
Exhibit F
ILLINOIS STATE BOARD OF EDUCATION
GSA Components with PTELL Adjustment Deducted from Formula Grant
(Dollars in Millions)
Exhibit G
ILLINOIS STATE BOARD OF EDUCATION
Regular and Special Education Transportation Cost, excluding District 299
Exhibit H

<table>
<thead>
<tr>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>FY 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg/Voc Costs</td>
<td>405,653.6</td>
<td>431,994.6</td>
<td>454,016.2</td>
<td>477,235.0</td>
<td>510,438.1</td>
<td>527,295.1</td>
<td>537,767.4</td>
<td>532,913.6</td>
<td>522,297.3</td>
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<tr>
<td>Sp Ed Costs</td>
<td>255,439.9</td>
<td>269,671.8</td>
<td>289,524.4</td>
<td>310,960.9</td>
<td>343,376.4</td>
<td>355,573.0</td>
<td>367,335.6</td>
<td>374,089.3</td>
<td>381,282.6</td>
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</table>
ILLINOIS STATE BOARD OF EDUCATION
Regular/Vocational and Special Education Transportation Claims and Prorations, excluding District 299
Exhibit I

Dollars in Thousands

<table>
<thead>
<tr>
<th></th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>FY 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg/Voc Claim</td>
<td>255,465.4</td>
<td>274,127.3</td>
<td>289,259.0</td>
<td>298,280.3</td>
<td>320,321.1</td>
<td>326,547.6</td>
<td>328,898.5</td>
<td>324,383.2</td>
<td>312,746.5</td>
<td>321,832.3</td>
</tr>
<tr>
<td>Reg/Voc Proration</td>
<td>99%</td>
<td>95%</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>74%</td>
<td>77%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Sp Ed Claim</td>
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<td>215,740.4</td>
<td>231,619.4</td>
<td>249,476.1</td>
<td>274,701.2</td>
<td>284,458.5</td>
<td>293,895.5</td>
<td>299,272.4</td>
<td>304,916.1</td>
<td>313,823.9</td>
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<tr>
<td>Sp Ed Proration</td>
<td>100%</td>
<td>100%</td>
<td>98.3%</td>
<td>100%</td>
<td>96.9%</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
<td>97%</td>
<td></td>
</tr>
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</table>
ILLINOIS STATE BOARD OF EDUCATION
District - Equalized Assessed Valuation Used In Regular
Transportation Paid Claims, Excluding District 299
Exhibit J
Dollars In Millions

<table>
<thead>
<tr>
<th>Tax Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Reg EAV</td>
<td>$269,249,797.0</td>
<td>$282,670,692.3</td>
<td>$297,895,575.4</td>
<td>$321,384,052.7</td>
<td>$342,344,297.6</td>
<td>$361,124,940.1</td>
<td>$380,770,587.3</td>
<td>$387,154,587.1</td>
<td>$394,681,758.8</td>
<td>$385,617,485.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reg EAV</td>
<td>$269,249,797.0</td>
<td>$282,670,692.3</td>
<td>$297,895,575.4</td>
<td>$321,384,052.7</td>
<td>$342,344,297.6</td>
<td>$361,124,940.1</td>
<td>$380,770,587.3</td>
<td>$387,154,587.1</td>
<td>$394,681,758.8</td>
<td>$385,617,485.7</td>
</tr>
</tbody>
</table>

Plenary Packet - Page 13-31
### Estimated FY15 Assessment Costs

<table>
<thead>
<tr>
<th>Assessment</th>
<th>GRF Assessment Funding</th>
<th>Federal Assessment Funding</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC Grades 3-11 (Assumes 50% require Paper/Pencil exams)</td>
<td>$33,088,958</td>
<td>$11,000,000</td>
<td>$44,088,958</td>
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<tr>
<td>ACT Grade 11 only</td>
<td>$14,043,684</td>
<td>-$</td>
<td>$14,043,684</td>
</tr>
<tr>
<td>Other Assessment Costs (ISAT, WIDA, Prompt Payment, Etc.)</td>
<td>$7,401,758</td>
<td>$672,950</td>
<td>$8,074,708</td>
</tr>
<tr>
<td><strong>FY15</strong></td>
<td><strong>$54,534,400</strong></td>
<td><strong>$11,672,950</strong></td>
<td><strong>$66,207,350</strong></td>
</tr>
<tr>
<td><strong>FY 14</strong></td>
<td><strong>$27,400,000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRF Increase</td>
<td>$27,134,400</td>
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<td></td>
</tr>
</tbody>
</table>

### FY15 ACT Itemization

<table>
<thead>
<tr>
<th>Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Professional and Psychometric Services</td>
<td>$4,082,000</td>
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<tr>
<td>ACT</td>
<td>$4,973,605</td>
</tr>
<tr>
<td>Work Keys (Reading &amp; Math)</td>
<td>$1,563,133</td>
</tr>
<tr>
<td>Work Keys (Locating Information)</td>
<td>$781,567</td>
</tr>
<tr>
<td>National Career Readiness Certificate (NCRC)</td>
<td>$390,783</td>
</tr>
<tr>
<td>ACT Writing (11th grade)</td>
<td>$2,252,597</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$14,043,684</strong></td>
</tr>
</tbody>
</table>
Illinois State Board of Education Meeting
Abraham Lincoln Presidential Library and Museum
112 North 6th Street
Multi-Purpose Room, 2nd Floor
Springfield, Illinois 62701

December 18, 2013

ROLL CALL

Mr. Gery Chico, Chairman, called the meeting to order at 10:02 a.m. Dr. Koch was in attendance and a quorum was present.

Members Present
Mr. Gery Chico, Chairman
Mr. Steven Gilford, Vice Chairman
Dr. Vinni Hall, Secretary
Mr. James Baumann
Mr. Curt Bradshaw
Dr. Andrea Brown
Dr. David Fields
Ms. Melinda LaBarre

PRESENTATION/SHOWCASES

Jim Muschinske, Revenue Manager and Dan Long, Executive Director from the Commission on Government Forecasting and Accountability shared the FY 2014 Economic Forecast and Revenue Estimate and FY2013 Revenue Update. (A copy of the presentation is available upon request.)

Robert Wolfe, Chief Financial Officer, reported on the development of the FY 2015 Budget. Mr. Baumann pointed out that since Fiscal Year 2009; General Fund’s appropriations have decreased by approximately $715 million. For FY 14 the Board sought an increase of $865 million or a 13.4% increase over Fiscal Year 2013 appropriation levels for General Funds. The budget that was enacted reflected a General Funds appropriation of $6.687 billion, which resulted in an overall increase of $137.2 million from the Fiscal Year 2013 appropriations levels.

Mr. Bauman also noted that in FY2014 the appropriation to fund General State Aid (GSA) was approximately $562 million less than what was required to fund GSA at the statutory level. As a result of this it has been necessary to prorate all claims by 88.7%. The GSA claim was prorated at 89% in fiscal year 2013.

Superintendent Koch recommended that the budget include a capital funding request to be included in the Governors capital budget for school technology in the amount of $450 million. This investment would be targeted toward improving the connectivity of buildings to broadband internet service as well as improving the network capabilities within the classroom.

The Board recommended that our budget proposal include costs related to the administration of both PARRC and ACT for FY 15. Mr. Wolfe commented that these recommendations of the FY 2015 Budget will be up for consideration and approval by the Board. The budget recommendation will then be forwarded to the Governor and the General Assembly.

SCHOOL IMPROVEMENT GRANT UPDATES

Ms. Morrison, Deputy Superintendent and Chief Education Officer provided the Board with and update in the School Improvement Grants (SIG). Ms. Morrison stated that the SIG Program was provided by the federal government to ISBE; the ISBE distributed the funds by a competitive grant process to schools that
were persistently low performing. ISBE has awarded more than $150 million dollars in state grants since FY2011; we currently oversee SIG Grants in 24 high schools, across nine districts.

**BREAK/LUNCH**  
Chairman Chico announced that the Board would break at 12:30 p.m. for lunch and a choir presentation by Springfield District #186, Iles School Choir. The Board reconvened the open session at 1:15 p.m.

**IBHE Liaison Report**  
Chairman Chico introduced Dr. Proshanta Nandi from the Illinois Board of Higher Education (IBHE). The IBHE held its last meeting on December 10, 2013 at Governors State University at University Park. Dr. Nandi shared the highlights of the meeting.

The next IBHE meeting will be on February 4, 2014 at Concordia University in River Forest.

**PUBLIC PARTICIPATION**  
Arthur Ryan and Arnett Harvey of Cahokia Unit School District #187 asked the Board to consider giving their district financial assistance because they are a neighboring district to East St. Louis.

Lisa Hood from the Center for Study of Education Policy at Illinois State University addressed the Centers concerns with Part 30, Programs for the Preparation of Principals in Illinois.

Diane Rutledge, Large Unit District Association (LUDA) also shared LUDA concerns with Part 30 Programs for the Preparation of Principals in Illinois.

**RESOLUTION AND RECOGNITION**  
Ms. LaBarre moved that the Illinois State Board of Education adopt the resolutions recognizing Pam Reilly, 2014 Illinois Teacher of the Year and Melissa Leisner, winner of the Milken National Educator Award. Mr. Bradshaw seconded the motion and it passed with a unanimous voice vote.

**FY 2015 BUDGET PROPOSALS FOR:**  
Robert Wolfe presented the Board with a three year (FY15-FY17) supplemental funding proposal for the East St. Louis and North Chicago school districts. Each districts funding proposal was based on certain assumptions for revenue and expenditures.

Mr. Wolfe noted that the three-year cost of the two proposals is $137.1m or $45.7m annually, and upon Board approval will be included in the ISBE General Funds Budget request.

The funding should provide E. St. Louis and North Chicago school districts with the financial support and stability needed to allow the districts’ administrative teams to focus solely on improving the academic achievement of the children in the districts. *(For detailed proposals see pages 6/1-21 of the Plenary Packet.)*

**CONSENT AGENDA**  
Dr. Fields moved that the State Board of Education hereby approves the consent agenda as presented. Ms. LaBarre seconded the motion and it passed with a unanimous voice 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 December 18, 2013, board meeting.

Rules for Initial Review
Part 1 (Public Schools Evaluations, Recognition and Supervision)
Part 25 (Educator Licensure)
Part 30 (Programs for the Preparation of Principals in Illinois)

The State Board of Education authorized solicitation of public comment on these proposed rulemakings, including publication of the proposed amendments in the Illinois Register.

Contracts and Grants Over $1 Million

Request to Award the Contract for Local Assessment Support (LAS)
The State Board of Education hereby authorizes the State Superintendent to enter into a contract with Educational Development Center, Inc. (EDC), the successful bidder under the RFSP for Local Assessment Support (LAS). The cost of the initial term of the contract is $883,352 from upon execution through June 30, 2015. This contract will have three optional one-year renewals.

Request to Award Grant for Lighthouse Youth Center
The State Board of Education hereby authorizes the State Superintendent to award a grant to the Lighthouse Youth Center for an initial period beginning November 20, 2013, through June 30, 2014, with permission given to the State Superintendent to extend expenditure availability of the grant for a period not to exceed two years, if needed, to complete grant activities and provided in Section five of the Illinois Grant Funds Recovery Act (30 ILCS 705/5), in the amount of $250,000.

RFSP for Induction and Mentoring Programs
The Board of Education hereby authorizes the State Superintendent to release a Request For Sealed Proposals (RFSP) to obtain entities to provide technical assistance for the induction and mentoring programs developed by the participating Local Education Agencies (LEA) and for the development of mechanisms to ensure program quality and accountability whereby, upon further State Board approval, one eligible entity will be selected to receive a contract in an amount not to exceed $1,053,424 over the term of the contract. The contract term is anticipated to be March 1, 2014 through December 31, 2014 with one possible renewal.

RFSP For Early Childhood Block Grant
The Board of Education hereby authorizes the State Superintendent to release a Request For Sealed Proposals (RFSP) for the provisions of on-site monitoring and evaluation of the programs funded under the Early Childhood Block Grant’s Prevention Initiative (Birth to Age Three). The initial term of the contract is anticipated to be July 1, 2014, or upon execution, whichever is later, to June 30, 2015 and will have four possible one-year renewal terms.

END OF THE CONSENT AGENDA
Nicki Bazer provided the Board with a summary of legislation that has been filed in advance of the Spring 2014 legislative session and an update on the Board’s 2014 legislative agenda. Ms. Bazer informed the Board that they would be receiving a copy of the Charter School Report before it is sent to the General Assembly on January 8, 2014.

Superintendent Koch stated that there have been meetings on the Test of Academic Proficiency and the Special Education Class Size and Composition issues. In addition, we are looking for a better program to mentor middle and high school students who may be interested in a teaching career. There is a successful program in South Carolina that is now in 35 states and we will possibly be adding this program cost into our budget recommendation.

Melinda LaBarre asked if the Board could get a monthly planning calendar or quarterly meeting so that board members will have knowledge of what issues will be coming in future board meetings. Chairman Chico asked the board members to send any suggestions they may have to him.

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

Dr. Hall moved that the meeting be adjourned. Dr. Brown seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 4:22 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Gery J. Chico
Chairman
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 1
(Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contacts: Amy Jo Clemens, Assistant Superintendent
Beth Hanselman, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
The proposed rulemaking relates to Goals 1 and 2 (student achievement and highly prepared and effective teachers and school leaders), as it will incorporate into the Illinois Learning Standards (ILS) the Next Generation Science Standards to which instruction must be aligned in kindergarten and grades 1 through 12, and teacher preparation programs must incorporate into their courses of study. Additionally, staff are proposing modifications to the current ILS for Physical Development and Health to focus more intently on the link between physical activity and improved learning. Other changes being proposed are primarily technical in nature and thus, do not relate specifically to any of the three goals.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 1.

Background
Policy Implications: In 1985, the State Board of Education first defined expectations for student learning relative to the fundamental learning areas, initially as the State Goals for Learning and then expanding on that work in 1997 with its adoption of the Illinois Learning Standards (ILS). In the last several years, the agency and others recognized that the ILS no longer adequately addressed the knowledge and skills that students must have in order to be successful in college and their careers. To begin addressing this need, the State Board in 2010 incorporated the Common Core State Standards for mathematics and English language arts into the ILS.

In 2011, Illinois became one of 26 states to serve as a lead partner in the collaborative effort to create the Next Generation Science Standards (NGSS). This work, coordinated by Achieve, Inc., and assisted by the National Research Council (NRC), the National Science Teachers Association, and the American Association for the Advancement of Science in collaboration with the Council of State Science Supervisors and the Council of Chief State School Officers, resulted in the development of the NGSS. The lead states provided guidance to the NGSS Writing Team and reviewed the standards during the development process.
The NGSS Writing Team was composed of 41 members from 26 states who developed the NGSS based on the NRC’s Framework for K–12 Science Education. To ensure fidelity to the Framework, the Framework design committee chairs acted as the chairs of the NGSS writing team committees, and Achieve coordinated the writing team on behalf of the states. The writing team included members who had expertise in elementary school science, middle school science, high school science, students with disabilities, English language acquisitions, state level standards and assessment, and workforce development. Additionally, kindergarten-through-grade-12 (K-12) educators played a central role in the development and make-up of the writing team.

Illinois had three educators who were selected to be on the writing team. They were:

- Carol Baker Ed.D., director of curriculum for science and music for Community High School District 218 in Oak Lawn; she served on the physical science writing team;
- Rita Januszyk, elementary teacher at Gower School District 62 in Willowbrook; she served on the elementary science writing team; and
- Chris Embry Mohr, high school science teacher at Olympia High School in Stanford, who served on the life science writing team.

In Illinois, teams of science educators, representatives of institutions of higher education, and business and industry partners reviewed and revised multiple drafts of the NGSS and discussed their relevance to college and career readiness, as well as their connections to the Common Core State Standards for mathematics and English language arts. The public also received an opportunity to comment on the proposed NGSS released in May 2012 and January 2013, which resulted in additional revisions to the standards.

The vision for K-12 education in the sciences and engineering described by NGSS is one in which students, over multiple years of school, actively engage in scientific and engineering practices and apply cross-cutting concepts to deepen their understanding of the core ideas in these fields. The conceptual shift that sets NGSS apart from current state science standards are characterized by the following.

- Students must be engaged at the nexus of the three dimensions.
  1. science and engineering practices,
  2. cross-cutting concepts, and
  3. disciplinary core ideas.
- The science concepts in the NGSS build coherently from kindergarten to grade 12.
- The NGSS focus on deeper understanding of content as well as application of content.
- Science and engineering are integrated in the NGSS, from kindergarten through grade 12.
- The NGSS are designed to prepare students for college, career and citizenship.
- The NGSS and Common Core State Standards (English language arts and mathematics) are aligned.

Also related to standards, P.A. 97-1102, effective August 27, 2012, established the Illinois Enhance Physical Education Task Force, which, among its charges, was to update the ILS for Physical Development and Health "based on research in neuroscience that impacts the relationship between physical activity and learning". As a result, the task force recommended the addition of two new standards and revisions to several others.
These and other modifications being proposed in Part 1 are discussed more fully under "Policy Implications" below.

The proposed amendments were published in the Illinois Register on October 4, 2013, to elicit public comment; 101 comments were received. A summary and analysis of the comments, along with any recommendations for changes in the proposed amendments as a result, is attached.

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

**Policy Implications**

**Science Standards.** Illinois is realigning the state's educational system around college and career readiness. To this end, the adoption of the Next Generation Science Standards will provide standards for kindergarten and grades 1 through 12 that:

- apply a blend of science and engineering practices, concepts that have application across all domains of science (i.e., "cross-cutting" concepts), and disciplinary core ideas that focus the curriculum, instruction and assessments on the most important aspects of science in order to make sense of the world and approach problems not previously encountered by the student or presented by new situations, new phenomena or new information;
- provide for planning, monitoring and evaluation that is self-directed;
- apply knowledge more flexibly across various disciplines through the continual exploration of three dimensions: science and engineering practices, "cross-cutting" concepts and disciplinary core ideas;
- employ valid and reliable research strategies; and
- exhibit evidence of the effective transfer of mathematics and disciplinary literacy skills to science.

As noted in "Background" above, NGSS are aligned to the Common Core State Standards for mathematics and English language arts that are already incorporated as part of the ILS. NGSS are based on the assumption that the learning expectations will adequately prepare students for college or a career after high school. A student should be ready to enter and succeed in coursework beyond high school in science and technical subjects that lead to a degree or credential. This includes preparing a student to be successful in the military or other credentialing that may occur during the high school experience, such as career and technical education credentialing programs, dual enrollment programs and advanced placement courses.

NGSS also include information regarding their application for English language learners and students with disabilities. Additionally, it is anticipated that implementation of these standards will provide opportunities for agency staff to share experiences and best practices within Illinois and across other participating states.

**Enhanced Physical Education Standards.** The work of the statutorily mandated Task Force came on the heels of two other efforts to assess the status of physical education instruction in Illinois elementary and secondary schools. The State Board and Department of Public Health in 2010, under a grant from the Centers for Disease Control, established a predecessor "Enhance Physical Education Task Force". That group's charge was to examine standards, curriculum and best practices in the area of physical education. Additionally, the State Board's Student Advisory Council in 2011 studied and reported back to the Board about the mandate requiring
school districts to provide physical education instruction for all high school students on a daily basis and the implications that this statutory provision has on school districts' budgets. The Council's conclusions mirrored some of those of the current Task Force, including consideration of changes in physical education instruction to focus programs more on physical fitness.

The current Task Force's proposed modifications to the ILS for Physical Development and Health reflect best practices and promote activities and approaches for students to improve both physically and cognitively. In proposing the revisions, the task force relied on existing research in neuroscience and national standards for health education. The standards represent a beginning for districts to recalibrate their physical education programs to increase the amount of time that students spend in moderate and vigorous activity and change the focus from "athletics to physical fitness", so that physical education and activity can benefit students at all fitness levels. The goal, according to the task force, is to "maximize the positive impact on health, behavior and learning".

**Other Proposed Modifications.** P.A. 97-1025, effective January 1, 2013, amended Section 2-3.25g of the School Code relative to requirements for school districts' requesting a waiver from agency rules to enter into a contract to provide driver's education through a commercial driving school. The law also added additional requirements concerning the notices that districts must post regarding public hearings held to take testimony about any type of waiver request. Additional changes are being made in response to P.A. 98-513, to become effective January 1, 2014, regarding waivers from requirements of performance evaluations conducted under Section 24A-5 of the School Code. References to these new requirements are being made in Section 1.100 of the rules.

Section 1.320 is being amended to acknowledge that school districts that are implementing performance evaluation plans for teachers and principals must execute a signed assurance – and make that assurance available upon request to the State Board – indicating whether the evaluation system aligns to the state model for teacher or principal evaluations, as applicable, or a locally determined evaluation system that aligns to the requirements of Article 24A of the School Code or Part 50, the agency's rules for the evaluation of certified employees. This change is being proposed as a result of discussions with the U.S. Department of Education concerning the agency's review and monitoring of performance evaluation plans, as part of the state's request for a waiver.

Proposed new Section 1.520 clarifies existing requirements related to the provision of instruction for hospitalized and homebound general education students and the receipt of personnel reimbursement under Section 14-13.01 of the School Code for these services. These requirements now are stated in Part 226 (Special Education). While the provisions in Part 226 apply to both students with disabilities who receive home or hospital instruction, as well as to general education students, their placement in rules governing special education generated confusion for or were overlooked by school districts that were providing home or hospital services for general education students. As proposed, Section 1.520 will differ from the requirements in Part 226 in that districts will be able to use an individual holding only a substitute teaching license to deliver instruction, provided that that person is under the supervision of a licensed teacher. In these situations, however, districts may not claim reimbursement for substitute teachers, as they are not considered to be fully "licensed" for the position.

The remaining proposed changes are primarily technical in nature, in that they address modifications necessitated by the agency's new licensure system and other outdated provisions.
Budget Implications. Funding for professional development regarding the NGSS will be necessary. While current state funding will assist with some of this work, it will be important for districts to receive assistance with standards implementation through the Regional Offices of Education and Intermediate Service Centers. Additional resources will be produced as a result of work being done in the federally funded Illinois Mathematics and Science Partnerships Program. In addition, Illinois is participating in the multi-state Building Capacity for State Science Education Initiative, in which teams from 46 states will begin to work collaboratively on identifying or developing the resources necessary for effective implementation of NGSS.

Legislative Action. None.
Communication. Please see “Next Steps” below.

Pros and Cons of Various Actions
Incorporating into the Illinois Learning Standards the Next Generation Science Standards will provide the necessary foundation for high-quality, coherent science curricula designed to prepare students for success in college or the workplace. The modifications to the standards for physical development reflect recent research on brain development and activity, enabling physical education programs to adequately prepare students to continue practices that will help them reach optimal health and academic achievement. The Next Generation Science Standards and physical education modifications will replace the 17-year-old standards currently articulated in the ILS to reflect the knowledge and skills needed for students to compete globally and maintain a healthy and fit lifestyle. The remaining changes update obsolete provisions or align the rules to recently enacted statutes, making the rules more complete, accurate and timely.

Failure to adopt the standards will mean that Illinois students may be held to lower expectations than students in other states or will not be well-prepared for success in college and careers. Retaining obsolete rules or requirements that differ from statute would result in the rules being incomplete, inaccurate and out of date.

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

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

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),

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

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

The comments received about the Next Generation Science Standards (NGSS) were generally positive. One commenter noted that the standards present a "balance of practice and science content" that will improve students' critical thinking skills. Another person said the standards will "provide students with the learning experiences they need to be college and/or career ready". Further, the NGSS address practices that will engage "all students and not just a select few", one person believed. Several others also indicated that the NGSS will result in students' being "scientifically literate" and having the skills they need to succeed.

Three of the 14 comments received about the NGSS, however, expressed concerns and reservations with their incorporation into the Illinois Learning Standards (ILS). One individual asked that the State Board instead consider aligning to the National Science Education Standards (NSES), which were developed in 1996 by the National Research Council of the National Academies of Sciences. He indicated that the NSES would be "more appropriate and more usable for our teachers and students".

Other specific issues about the NGSS raised in the comments include:
- a belief that the standards were not as thoroughly vetted and transparent as the NSES were;
- an opinion that science process skills were being buried or eliminated altogether, skills which are "essential tools for the conduct of scientific inquiry";
- reducing the emphasis on scientific inquiry and replacing it with "an overabundance of engineering", which will result in "teachers over-focusing on engineering in their classes" because it is "more concrete and easier to do than inquiry";
- using language in the standards that is not “user-friendly and requires a great amount of time to unpack them”;
- a belief that key building points in subjects areas were being eliminated; and
- a concern that no direction was being provided for "leveling of standards to different group of students".

Analysis

State Board staff are encouraged by the support for the NGSS expressed in the majority of the comments submitted. As for the criticism received, it is important to keep in mind that the NGSS were not developed in isolation, as is evidenced by the multi-state, multi-disciplined writing teams. The standards also were subjected to scrutiny several times by both educators and practitioners in the participating states, as well as by the general public. The NGSS represent the next step in the progression to have up-to-date and relevant guidance for kindergarten-through-grade-12 science education programs. In fact, the scientific practices articulated in the NGSS, as defined by the National Research Council, will contribute to the development of critical thinking skills and reflect the habits and skills that scientists and engineers use in their work. Research conducted about the need for stronger standards showed that the majority of U.S. students are not science literate when they leave high school. Further, many of the high-skilled occupations available today require students to complete three to four years of science in order for them to successfully compete for those positions.
Achieve, Inc., which coordinated the standards-setting process, examined the science standards used in 10 other countries where students performed well on international assessments. Its research revealed that a foundation in general sciences is critical, as are understanding the interactions between science and engineering, as well as science, technology and society. Achieve also identified the significant features from other countries’ standards that were woven into the NGSS as:

• the use of an overarching conceptual framework;
• clarification statements, with examples, about the level of rigor expected and that connect concepts with applications;
• concrete links between standards and assessments; and
• development of inquiry and design processes in parallel, so as to facilitate students’ engaging in both science and engineering practices.

As to the specific criticisms raised, one of the conceptual shifts of the NGSS is the incorporation of science and engineering practices into the eight practices embedded into the performance expectations of each of the standards. This change does represent a shift from the ILS for Science, which addressed inquiry as a separate set of standards and assessment objectives aligned to Goal 11.

The complex language of the NGSS stems from the interweaving of the three dimensions of science and engineering practices, disciplinary core ideas and cross-cutting concepts. For this reason, the NGSS also contain supports designed to assist educators in better understanding and implementing the standards, such as specifying for each standard a grade level, practice, core idea and cross-cutting concepts and including in several of the standards clarification of the standard’s intent.

It is also important to note that the reduced set of disciplinary core ideas was intentional to create a set of science standards to promote college and career readiness for all students. As noted in Appendix B of the NGSS, “one of the most important components to the vision of the Framework (for K-12 Science Education) and the NGSS is the focus on a smaller set of core ideas that build over time.” Appendix B further states that the content represented in the NGSS and understood by high school graduates would "allow for success in postsecondary education and training".

School districts currently have an obligation under the federal Elementary and Secondary Education Act (ESEA) to provide accommodations and other supports for students of all ability levels. In addition, federal law requires that school districts hold all students to the same state standards. Additionally, school personnel may consult the NGSS, Appendix D, which contains insight into providing support for students of varying backgrounds and ability levels in an NGSS classroom.

In conclusion, Achieve advises states to adopt the NGSS in whole "without alteration" in order to implement them with fidelity and garner the greatest benefits for science education. State Board staff lack the expertise and knowledge base to second guess the work of the broad-based coalition of industry, business, elementary and secondary science teachers and higher education faculty, engineers, and cognitive scientists, as further informed by the public and others in the numerous review processes.
Recommendation

No changes are recommended in response to these comments.

Comment

One commenter asked specifically about the financial support that will be available for local implementation of the NGSS since the standards represent a “huge shift in instruction and materials”.

Analysis

Funding for professional development regarding the NGSS will be necessary, and, pending adoption, agency staff will continue to seek opportunities for additional resources from a variety of sources. Current state funding will assist with some of this work, and it will be important for districts to receive assistance with standards implementation through their respective regional office of education or intermediate service center. Additional resources will be produced as a result of work being done in the federally funded Illinois Mathematics and Science Partnerships Program. Illinois also is participating in the multi-state Building Capacity for State Science Education Initiative, in which teams from 46 states will begin to work collaboratively on identifying or developing the resources necessary for effective implementation of NGSS.

Recommendation

No change is recommended in response to this comment.

Comment

A commenter asked that the State allow middle and high school teachers to remain “subject area experts by adopting the NGSS recommended progression in the NGSS appendix, which groups standards by content area”. This approach, she said, would be in lieu of "a progression that cuts across science content areas".

Analysis

Staff believe that the commenter is referring to Appendix K of the NGSS, titled, "Model Course Mapping in Middle and High School for the Next Generation Science Standards". NGSS are being incorporated into the ILS as a complete tool, which will include the appendices. Additionally, as a local control state, individual districts will continue to choose which model course mapping sequence (conceptual or domain-specific) is most appropriate for students and teachers in their districts.

Recommendation

No change is recommended in response to this comment.

Comment

Two commenters observed that the NGSS for high school students would require three years of study to achieve, yet under state law, students may receive a high school diploma with only two
years of science. They asked the State Board to consider increasing the science requirement if the NGSS are adopted.

Analysis

Section 27-22 of the School Code (105 ILCS 5/27-22) requires that students entering grade 9 complete two years of science in order to receive a regular high school diploma. The previous requirement of one year of science was increased to two years in 2005, to start with students entering grade 9 in the 2007-2008 school year. In order to increase the requirement to three years of science, a change in the law would need to be enacted.

With that being said, school districts are able to determine locally additional requirements for high school graduation, which may include more science coursework. Also, both the Illinois Building Capacity for State Science Education and the Illinois Next Generation Science Standards State Review Committee have recommended that Illinois high school students complete three years of science in order to graduate. Agency staff recommends an in-depth look at the implication of a three-year science requirement for graduation, to begin with those students entering grade 9 in the 2016-2017 school year.

Recommendation

No change is recommended in response to this comment.

Comment

An industry group recommended that the NGSS be implemented before the 2016-17 effective date set forth in the proposed rules.

Analysis

The proposed delay in the effective date of the NGSS recognizes that many school districts, particularly those serving the elementary grades, will need to substantially revise their curriculum and assessments to align to the NGSS. Anecdotal information suggests that schools may have reduced their emphasis on science instruction following the enactment of the No Child Left Behind Act of 2001, and some may have significant work to accomplish in order to upgrade and improve these programs.

Additionally, State Board staff recognize that high-quality professional development for school personnel will be a critical factor in school districts’ ability to successfully implement the standards. The effective date of school year 2016-17 does not prevent school districts with more sophisticated science programs from implementing the standards immediately. It does, however, leave the current standards in place for those districts that need more time and technical assistance to align curriculum and instructional practices in ways that effectively incorporate the shift in focus that is inherent in the NGSS.

Recommendation

No change is recommended in response to this comment.
Comment

An organization comprised of four Chicago universities shared a document it produced in support of STEM (science, technology, engineering and mathematics) education in Illinois. Although the group did not provide any context for the document, the report does include suggestions for NGSS implementation as follows:

- supports the adoption of the NGSS with appropriate "structures and supports", saying that the standards, "while imperfect", improve upon the current ILS for Science;
- recommends "long timeframes" for implementation to allow for the necessary systemic changes to be made;
- recommends defining a clear accountability plan and measures by including science in the Illinois accountability framework;
- encourages the State Board to work with other states to develop "better" assessments for science that are tied to the NGSS;
- suggests focusing initial outreach efforts on school leaders rather than teachers as a way to help them understand that the NGSS will result in new accountability provisions, instructional materials and teacher evaluation mechanisms;
- cautions the State Board to avoid "one-off workshops" and short professional development sessions with teachers and instead focus on strategies that ensure "Illinois teachers have all the NGSS supports needed to be successful", including high-quality guidance regarding the evidence needed for the performance expectations of the standards;
- suggests the establishment of a network of support with science experts throughout the state, including the Illinois "pathways" project and the Building Capacity for State Science Education initiative; and
- urges the State Board to recommend the amount of time that students should receive science instruction, particularly for the elementary grades.

Analysis

As noted in the previous analysis, State Board staff recognize that the effective incorporation of the NGSS into science curricula statewide is tied to a thoughtful, informed and balanced approach to implementation. Successful implementation will require agency staff to lead a strong collaboration and coordinated effort with all stakeholder entities, including the Illinois Science Teachers Association, Illinois Principals Association, regional offices of education and intermediate service centers, Illinois Education Association and Illinois Federation of Teachers, and higher education partners. Additionally, agency staff will explore partnerships with business and industry in order to coordinate the effective development and delivery of high-quality professional development.

Upon adoption, a concise, detailed implementation plan will be finalized. In particular, staff will complete a gap analysis, comparing the current ILS for Science to the NGSS. The results will be used to continue work with districts to support awareness about and integration of the standards into curricula. Staff also intend to review teaching standards for the sciences (Part 27 of agency rules) to ensure educators are prepared to deliver instruction aligned to the NGSS. Partnerships with stakeholders groups and other states remain important as the NGSS are implemented in order to develop and disseminate materials that are helpful to teachers and administrators in understanding the new standards.
Finally, staff will develop, as needed, and/or refine the agency’s comprehensive assessment frameworks and performance descriptors aligned to the ILS incorporating the NGSS. These frameworks and descriptors will help classroom teachers and building administrators better understand the linkages between the content and skills they are teaching to students and the broader learning standards.

**Recommendation**

No change is recommended in response to this report.

**Comment**

The bulk of the comments received about this rulemaking focused on the improvements proposed in the ILS for Physical Development and Health. Each of the commenters supported the revised standards, noting that the changes will focus students' learning on the value of lifelong fitness and health, rather than on "sports-based skills". Additionally, many commenters pointed out that the standards flow from research linking brain cell growth to moderate to vigorous physical activity, which will result in "improved achievement, improved cognition, improved executive function, better behaviors and better health". Other benefits of enhanced physical education programs cited by the commenters include illness prevention, improved concentration and cooperation, social and emotional wellness, improved competency in motor skills, better attendance rates, fewer discipline issues, reduction in the obesity rates and lower health care costs.

Most of the comments submitted also asked that the State Board adopt the other recommendations issued in the report produced by the Illinois Enhance Physical Education Task Force, in addition to those addressing the standards. These recommendations urge:

- updating the agency’s model wellness policy to include a policy that students engage in moderate to vigorous activities for at least 50 percent of the time that they are in physical education and providing technical assistance for voluntary completion of a "school health index" to be used in the development of school wellness policies;
- coordinating with regional offices of education and intermediate service centers to support schools’ implementation of enhanced physical education programs and approaches;
- setting a recommended class size limit for physical education classes;
- implementing recognition and award programs designed to encourage school districts and schools to adopt enhanced physical education programs and principles;
- encouraging schools to employ the Presidential Youth Fitness program as a tool for measuring fitness and suggesting the State Board report the aggregate data from the program, linking those results to data about academic achievement, attendance and discipline;
- recommending that the State Board identify the optimal time (by grade level) that students should participate in physical education and requiring that school districts include on their school report cards information about the number of minutes per day that students participate in physical education;
- implementing a "highly qualified" status for physical education and health teachers;
- working with others in the field to determine the current scope of professional development opportunities for physical education and health teachers, the gaps that exist and remedies to close those gaps;
• providing professional development resources for integrating physical activity into the classroom; and
• continuing, on a voluntary basis, the task force, and having as its charge the identification of resources for and promotion of support for enhanced physical education programs, while also aligning efforts and collaborating with others to advocate for enhanced physical education programs and school health.

Analysis

State Board staff appreciate the immense amount of time and tremendous thought that the task force put into its comprehensive report and its resulting recommendations. Going forward, staff will use the recommendations to inform new initiatives addressing this critically important area. Several of the recommendations are best addressed in guidance for school districts to use when considering improvements to their health and wellness programs. For instance, class size determinations are a local issue, particularly in school districts with collective bargaining. Guidance might be considered, however, for the process a school could use to determine the optimal class size. Since ESEA defines "highly qualified" and what constitutes "core subject areas" for which highly qualified teachers are required, the agency is unlikely to establish a "highly qualified status" for physical education and health teachers. Rather, guidance could address the skills and competencies highly skilled and knowledgeable teachers in each of these areas should possess (beyond the standards for the respective endorsements set forth in Part 27 of agency rules).

Similarly, guidance also would be the appropriate placement for suggesting the optimal time, by grade level, for student participation in physical education classes. As for school districts' reporting the number of minutes spent in physical education classes on their school report cards, state law currently requires that school districts only include the average number of days of physical education classes provided per week per student. Staff, however, could bring the task force's recommendation to the agency's district data advisory group for discussion to determine the burden this data collection would put on school districts and assess the feasibility of statutory or regulatory changes to mandate inclusion of this data.

State Board staff will, as resources (both human and financial) permit, assess and as applicable, implement any recommendations that are within its scope, while at the same time encouraging school districts and advocates to review the report and continue locally with the implementing its recommendations.

Recommendation

No changes are recommended in response to these comments.

Comment

One commenter asked that the State Board require "one hour of structured physical activity (gym class) at least twice a week".

Analysis

Section 27-6 of the School Code (105 ILCS 5/27-6) currently requires that students participate in physical education on a daily basis. Further, Section 1.420(p) of rules governing Public Schools Evaluation, Recognition and Supervision stipulates that the time allotted for physical
education be "comparable" to the time allotted for other coursework. If school districts are following the mandate, then students should be receiving far more than two hours a week of physical activity.

Since this request would actually decrease the amount of time that students participate in physical education, no change should be proposed in the law or made in the agency’s rules. Instead, the commenter will be informed of the current statutory and regulatory requirements, of which she may be unaware.

Recommendation

No change is recommended in response to this comment.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

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SUBPART A: RECOGNITION REQUIREMENTS

Section 1.20  Operational Requirements

a) Districts' and schools' recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education pursuant to Section 2-3.25 of the School Code and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the School Code and Section 1.100 of this Part or Section 22-60 of the School Code and Section 1.110 of this Part.

1) No later than September 30 of each year, each school district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through an electronic submission process established by the State Superintendent of Education, except that a district operated pursuant to Article 34 of the School Code [105 ILCS 5/Art. 34] shall submit its application directly to the State Superintendent.

2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through an electronic process established by the State Superintendent of Education, the degree to which the schools in the districts for which he or she is responsible adhere to operational compliance requirements. The regional superintendent shall recommend the assignment of recognition status as applicable considering the compliance-related information supplied.

3) As part of this process, the regional superintendent of schools shall periodically visit the region's school districts as he or she may deem necessary to ascertain the degree to which the districts' schools comply with operational requirements.

b) Based upon the information provided by the district and the regional superintendent, the State Superintendent shall assign a certificate of recognition status for each school and for each district as a whole, which will be posted on the Illinois State Board of Education's website at http://www.isbe.net/recognition/default.htm and shall transmit these certificates to
all districts. In each case, the recognition status assigned shall be either "Fully Recognized", "On Probation", "Recognized Pending Further Review", or "Nonrecognized".

1) Each school or district that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the School Code and this Part, shall be fully recognized.

2) A school or district shall be placed on probation if it:
   A) exhibits deficiencies that present a health hazard or a danger to students or staff;
   B) fails to offer required coursework;
   C) employs personnel who lack the required qualifications and who are not in the process of attaining such qualifications;
   D) fails or refuses to serve students according to relevant legal and/or regulatory requirements; and/or
   E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

3) A school or district shall be recognized pending further review if it exhibits areas of noncompliance that:
   A) are not serious enough to warrant probation as delineated in subsection (b)(2) of this Section; and
   B) may be corrected prior to the end of the school year following the school year in which they were identified.

4) A district shall be recognized pending further review whenever one or more of the district's schools are first removed from full recognition, whether recognized pending further review or placed on probation. The district shall subsequently be placed on probation if the instances of noncompliance cited for one or more schools have not been corrected within the time allowed under subsection (b)(3)(B) of this Section.
c) The recognition status of a district or a school may be changed by the State Board of Education at any time to reflect information confirmed during compliance monitoring or by any other means. Any change in status that may occur during the subsequent school year will be posted in accordance with subsection (b) of this Section no later than 30 days after the change in status is determined.

d) The superintendent of a district that is recognized pending further review or in which one or more schools are recognized pending further review may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss compliance issues with representatives of the State Board of Education.

e) The State Superintendent shall schedule a conference with the superintendent of a district that is placed on probation, or in which one or more schools are placed on probation, at which representatives of the district will discuss compliance issues with representatives of the State Board of Education. Within 60 days following this conference, the school district shall submit to the regional superintendent of schools and the State Superintendent of Education a corrective plan that conforms to the requirements of subsection (f) of this Section.

1) If the plan is required to relate to areas of noncompliance at the district level, the plan shall be signed by the secretary of the local board of education as evidence that the board adopted a resolution authorizing its submission.

2) If the plan is required to relate to areas of noncompliance at one or more schools, the plan shall be signed by the district superintendent and each affected principal.

f) The State Superintendent of Education shall respond to the submission of a plan within 15 days after receiving it and may consult with the regional superintendent of schools to determine the appropriateness of the actions proposed by the district to correct the cited deficiencies. The State Superintendent shall approve a plan if it:

1) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;
2) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and

3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.

g) If a district's plan is not approvable under subsection (f) of this Section, the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the district's conference with the State Board, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".

h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".

i) The superintendent of a district that is nonrecognized pursuant to this Section, or in which one or more schools are nonrecognized pursuant to this Section, may request a conference with representatives of the State Board of Education within 15 days after receipt of notification to this effect. (See Section 1.95 of this Part for procedures related to nonrecognition pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f].)

1) If a conference is requested by a superintendent on behalf of a nonrecognized school or district and the areas of concern are not resolved, the State Superintendent shall furnish the school board with a Notice of Opportunity for Hearing. The school board may submit an appeal by adopted board resolution within 15 days after receipt of the notice. The appeal must identify the specific findings with which the district disagrees. The district will be given a hearing in accordance with the State Board's rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.

2) If no conference is requested, the district shall be deemed not to intend to appeal the nonrecognition.
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j) Neither a district nor a school shall be nonrecognized under this Section without first having been placed on probation. A district that is nonrecognized, or in which one or more schools are nonrecognized, shall be subject to the provisions of Section 18-8.05(A)(3)(a) of the School Code [105 ILCS 5/18-8.05(A)(3)(a)].

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.30 State Assessment

The State Superintendent of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64 of the School Code [105 ILCS 5/2-3.64]. In addition, school districts shall collaborate with the State Superintendent in the design and implementation of special studies.

a) Development and Participation

1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (2013) (1999), published by the American Educational Research Association, 1430 K 1230 17th St., N.W., Suite 1200, Washington, D.C. 20005 20036. (No later amendments to or editions of these standards are incorporated.)

2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.

3) A school shall generally be selected for participation in these special studies, tryouts, and/or pilot testing no more than once every four years, except that participation may be required twice every four years in the case of the Illinois Alternate Assessment.

4) All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services shall be required to participate in the State assessment, whether by taking the regular assessment, with or
without accommodations, or by participating in an alternate form of the assessment (Sections 2-3.25a and 2-3.64 of the School Code).

A) Students who are served in any locked facility that has a State-assigned RCDTS (region/county/district/type/school) code, students who attend public university laboratory schools under Section 18-8.05(K) of the School Code, and students beyond the age of compulsory attendance (other than students with IEPs) whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State assessment.

B) It is the responsibility of each district or other affected entity to ensure that all students required to participate in the State assessment do so. See also Section 1.50 of this Part.

5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State assessment by students with disabilities, as reflected in those students' IEPs or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), or limited English proficiency.

b) Assessment Procedures

1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)

2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the approved State assessment, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully
investigate the validity of any such complaint and shall report to the State Superintendent the results of its investigation.

4) Districts shall administer the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), "grade 11" means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.

c) Accommodations

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15, including students not enrolled in programs of bilingual education, may participate in an accommodated State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student with limited proficiency in English shall be afforded extra time for completion of the State assessment when, in the judgment of the student's teacher, extra time is necessary in order for the student's performance to reflect his or her level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.

d) Illinois Alternate Assessment

Students with the most significant intellectual cognitive disabilities whose IEPs identify the regular State assessment as inappropriate for them even with accommodations shall participate in the Illinois Alternate Assessment (IAA), based on alternate achievement standards, for all subjects tested. See also Section 1.60(c) of this Part.

e) Review and Verification of Information

Each school district and each charter school shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State assessment, including information about the participating students as well as the scores achieved.
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1) Within 10 days after the preliminary data for the Illinois Standards Achievement Test (ISAT) and the IAA are made available and within five days after preliminary data for the PSAE are made available, each district or charter school shall make any necessary corrections to its demographic and score data and then use a means prescribed by the State Board to indicate either:

A) that both its demographic and preliminary data are correct; or

B) that it is requesting rescoring of some or all portions of the assessment for specific students.

2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.

3) At the end of the 21-day period discussed in subsection (e)(2) of this Section, all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95 of this Part.

f) Reports of State Assessment Results

1) Following verification of the data under subsection (e) of this Section, the State Board shall send each school and district a report containing final information from the results of each administration of the State assessment.

A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are wards of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence.
and to the schools within those districts that they would otherwise attend.

B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.

2) Each report shall include, as applicable to the receiving entity:

A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students' scores among the applicable proficiency classifications (see subsection (h) of this Section).

g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.

h) Classification of Scores

Each score achieved by a student on a regular or alternate State assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that "demonstrate proficiency".

1) Each score achieved by a student on a regular State assessment (i.e., the ISAT or the PSAE) shall be classified as "academic warning", "below standards", "meets standards", or "exceeds standards". Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.

2) Each score achieved by a student on the IAA shall be classified as "entry", "foundational", "satisfactory", or "mastery". Among these scores, those
identified as "satisfactory" or "mastery" shall be considered as demonstrating proficiency.

i) Scores Relevant to Adequate Yearly Progress

For purposes of determining whether a district or a school has made adequate yearly progress, scores achieved on a State assessment in reading or mathematics shall be "relevant scores". For schools without grades higher than 2 (that is, for schools where no State assessment is administered), the determination as to whether a school in this group has made adequate yearly progress shall be the determination applicable to the school where the largest number of students go on into the third grade.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.60 Subgroups of Students; Inclusion of Relevant Scores

A student's scores shall count among those for his or her school or district, as applicable, for a given year only if he or she was enrolled continuously in the district on or before May 1 of the previous academic year through State testing the following spring. Students who feed into another school within the same district during the summer based upon the district's progression of students among attendance centers based on grade level shall have their scores counted for the school and district. Any student who is continuously enrolled within the district but, for reasons not mandated by the district, changes to a new school within the district after May 1 will be counted at the district level but not at the school level. Nothing in this Section is intended to exempt a student from the requirement for participation in the State assessment, except as provided in subsection (b)(1) of this Section.

a) Relevant scores shall be disaggregated by content area for any subgroup identified in this subsection (a) whose membership meets the minimum subgroup size. For purposes of this Section 1.60, "minimum subgroup size" shall mean 45 students across all the grades tested in the school or district, as applicable. Except as provided in subsection (b) of this Section, each student's scores shall be counted in each of the subgroups to which he or she belongs.

1) Students with disabilities, i.e., students who have Individualized Education Programs (IEPs);

2) For school years through 2009-10, racial/ethnic groups:

   A) White,
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B) Black,
C) Hispanic,
D) American Indian or Alaskan Native,
E) Asian/Pacific Islander,
F) Multiracial/ethnic;

3) For school year 2010-11 and beyond, racial/ethnic groups:

A) Hispanic or Latino of any race,
B) For students who are not Hispanic or Latino:
   i) American Indian or Alaska Native,
   ii) Asian,
   iii) Black or African American,
   iv) Native Hawaiian or Other Pacific Islander,
   v) White,
   vi) Two or more races;

4) Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15; and/or

5) Students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.).

b) Special provisions shall apply to the treatment of scores achieved by students of limited English proficiency in certain circumstances.

1) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in
English may elect to participate in the State assessment in reading. Any such student who elects not to participate shall nevertheless be treated as having participated for purposes of calculating the participation rate.

2) The score achieved by a student who elects to participate in the regular State assessment in reading under subsection (b)(1) of this Section shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

3) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English shall be required to participate in the State assessment in mathematics. The score achieved by such a student shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

4) A student who has previously been identified as having limited proficiency in English and whose scores have been attributed to that subgroup shall continue to have his or her scores attributed to that subgroup for the first two years after the last year when he or she was considered to have limited English proficiency. However, districts and schools shall not be required to count students to whom this subsection (b)(4) applies as part of the subgroup with limited English proficiency for purposes of determining whether the minimum subgroup size exists.

c) All relevant scores of a district's students with disabilities who participate in the alternate form of the State assessment shall be included in the district's calculations for purposes of determining whether adequate yearly progress has been made.

1) The number of scores earned by students who participate in the alternate form of the State assessment that may be counted as demonstrating proficiency in a content area shall be no more than 1 percent of all scores achieved by the district's students in that subject. (See the regulations of the U.S. Department of Education at 34 CFR 200.6.)

2) Except as provided in subsection (c)(3) of this Section, for purposes of calculating adequate yearly progress at the district level, each score that demonstrates proficiency but is in excess of the 1 percent maximum set forth in subsection (c)(1) of this Section shall be counted as not
demonstrating proficiency and shall be included as such in the calculations for each subgroup of which the student is a member.

3) A district may apply to the State Superintendent of Education for a one-year exception to the 1 percent maximum set forth in subsection (c)(1) of this Section, which may be renewed for one or more subsequent years if warranted. Using a format established by the State Superintendent, the district shall display information demonstrating that the prevalence of students for whom the alternate assessment is appropriate exceeds 1 percent of the total population. The district shall also supply a narrative explaining the disproportionate representation of these students in its population. The State Superintendent of Education shall approve a district's request for an exception if the district superintendent provides assurances that the district meets all the requirements of 34 CFR 200.6 and if the information supplied by the district demonstrates that:

A) families of students with the most significant intellectual cognitive disabilities have been attracted to live in the district by the availability of educational, health, or community services that respond to their needs; or

B) the district's student population is so small that the presence of even a small number of students with the most significant intellectual cognitive disabilities causes the district to exceed the 1 percent threshold (e.g., in a population of 50 students, one student represents 2 percent); or

C) other circumstances exist such that the overrepresentation of students with the most significant intellectual cognitive disabilities is outside the control of the district, i.e., the overrepresentation is not a result of inappropriate decision-making as to the form of the State assessment that should be used for particular students.

4) When scores that demonstrate proficiency and were achieved by students on the IAA make up more than 1 percent of a district's scores in either reading or mathematics, and the district has not received approval for an exception to the 1 percent maximum pursuant to subsection (c)(3) of this Section, the district shall be required to identify the "proficient" scores on the IAA that will be counted as not demonstrating proficiency for purposes of calculating adequate yearly progress (AYP). In making this determination, a district may choose to identify:
A) scores of students who belong to the fewest subgroups;

B) scores of students who belong to the largest subgroups;

C) scores of students who belong to the smallest subgroups;

D) scores of students who belong to the subgroups whose performance is farthest above the target applicable to the year in question; or

E) scores of students who belong to the subgroups whose performance is farthest below the target applicable to the year in question.

5) The State Superintendent of Education shall notify each district that is affected by the requirement to identify excess "proficient" scores on the IAA. The deadline set by the State Superintendent shall allow at least five business days for districts' responses. For any district that does not submit the requested information on this selection within the time allowed, the State Superintendent shall identify the scores that will be considered as not demonstrating proficiency for this purpose.

d) Targets for scores demonstrating proficiency

1) In each subject and for each subgroup of students, the percentage of scores demonstrating proficiency that is required for AYP shall increase from the original baseline of 40 percent for the 2002-03 school year according to the following schedule:

A) For 2003-04, 40 percent;

B) For 2004-05 and for 2005-06, 47.5 percent;

C) For 2006-07, 55 percent;

D) For 2007-08, 62.5 percent;

E) For 2008-09, 70 percent;

F) For 2009-10, 77.5 percent;
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G) For 2010-11, 85 percent;

H) For 2011-12 and for 2012-13, 92.5 percent;

I) For 2013-14, 100 percent.

2) In order to avoid penalizing schools and districts for the decision bias that is associated with a minimum subgroup size, a 95 percent "confidence interval" shall be applied to subgroups' data. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

e) "Safe Harbor"

A school or a district in which one or more subgroups fail to achieve the required academic target for a particular year may nevertheless be considered as having made AYP for that year. Each subgroup in question must have attained the minimum subgroup size in the preceding year and, for each such subgroup, there must have been a decrease of at least ten percent in the proportion of scores that do not demonstrate proficiency in comparison to that subgroup's scores for the preceding year. In addition, if the school is a high school, the relevant subgroup's graduation rate must at least equal the target rate for that year, and, if the school is an elementary or a middle school, the relevant subgroup's attendance rate must at least equal the target rate for that year (see Section 1.70 of this Part). This "safe harbor" method for calculating AYP shall apply only to subgroups within schools or districts; it shall not be used for the aggregate scores of a school or a district as a whole.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.77 Educator Licensure Information Certification System (ELIS)

Each school district shall ensure that information on the qualifications of its professional and paraprofessional staff is recorded on the electronic data system maintained by the State Board of Education so that the State Board may complete federally required reports. A district that lacks the technological capacity to participate in this electronic system shall be given an opportunity to demonstrate to the State Superintendent that this is the case, and the State Superintendent shall make available an alternative means that the district shall use in transmitting the required information.
Section 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III

This Section implements section 6842 of the Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001 (NCLB) (20 USC 6842), which requires that states establish "Annual Measurable Achievement Objectives" (AMAOs) for educational agencies that use funds provided under Title III of the Act to serve students of limited proficiency in English and hold those entities accountable for meeting those objectives. Further, this Section implements section 6823 of ESEA NCLB (20 USC 6823), which requires states to hold local educational agencies and schools accountable for meeting all the objectives described in ESEA NCLB section 6842.

a) The three distinct AMAOs address progress, proficiency, and adequate yearly progress (AYP), respectively, in connection with students taking the annual English language proficiency assessment prescribed by the State Board of Education in 23 Ill. Adm. Code 228 (Transitional Bilingual Education). These objectives shall apply at the district or cooperative level, as applicable, i.e., based on the test scores achieved by all the students served by each entity that receives Title III funding. In order to "meet AMAOs" for any given year, a district or cooperative must achieve all of the applicable objectives described in this subsection (a).

1) "Progress" relates to the percentage of a school district's or cooperative's students who are making progress in learning English. An individual student is determined to have made progress in English when his or her composite English proficiency level, which is derived from his or her score on a given administration of the English language proficiency assessment, increased in comparison to the previous composite English proficiency level achieved by at least .5 of a proficiency level or, in the second administration of the English language proficiency assessment, the student achieved the maximum composite English proficiency level attainable on the assessment. (Also see subsection (a)(1)(E) of this Section.) The composite English proficiency levels of students tested but whose parents have withdrawn them from the not being served in bilingual education program in accordance with 23 Ill. Adm. Code 228.40(a)(2) (Students' Participation; Records) programs shall not be counted for this purpose.
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A) For the purpose of this subsection (a), "composite English proficiency level" means the level associated with the overall scale score achieved on the English language proficiency assessment. The overall scale score is calculated using individual scores achieved in each of the four domains of listening, speaking, reading and writing, with greater value being placed on literacy development (i.e., reading and writing scores are weighted).

B) The Illinois annual progress target shall be 54.4 percent of students showing progress for school year 2010-11, which shall increase to 69.6 percent by school year 2015-16.

C) The percentage of a district's or cooperative's students who show progress shall increase by a minimum of 3 percent each year.

D) The provisions of this subsection (a)(1) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.

E) A student's composite English proficiency level shall be counted for this purpose only if he or she has participated in at least two consecutive administrations of the State-prescribed English language proficiency assessment, except as provided in this subsection (a)(1)(E) subsections (a)(1)(D)(i) and (ii) of this Section.

i) For a student who previously was enrolled in an Illinois school district and who re-enrolled in an Illinois school district during the current school year, the level of attainment for making progress shall be determined as prescribed in subsection (a)(1) of this Section using the student's current composite English proficiency level on the State-prescribed English language proficiency assessment compared to the student's most recent, previous composite English proficiency level achieved when he or she was enrolled in an Illinois district.

ii) For a student enrolled in an Illinois school district and who, for any reason other than not having been enrolled in an
Illinois school district at the time of testing, does not have composite English proficiency levels from two consecutive administrations of the State-prescribed English language proficiency assessment, the level of attainment for making progress shall be calculated by multiplying the number of years between the two most recent administrations of the State-prescribed English language proficiency assessment in which the student has participated by .5. For example, a student who took the test in school year 2010-11 and school year 2008-09 must increase his or her composite English proficiency level by 1.0 of a proficiency level in order to be considered as making progress (.5 of a proficiency level x 2 years = 1.0 of a proficiency level).

2) "Proficiency" relates to the percentage of students who attained the scores identified by the State Board of Education (ISBE) as demonstrating English language proficiency and eligibility to exit an English learner program bilingual education. The scores of students tested but whose parents have withdrawn them from the not being served in bilingual education program in accordance with 23 Ill. Adm. Code 228.40(a)(2) (Students' Participation; Records) programs shall not be counted for this purpose.

A) The Illinois annual proficiency target shall be six percent of students attaining English proficiency for school year 2009-10, with the target increasing to 15 percent by school year 2015-16.

B) The percentage of the district's or cooperative's students attaining proficiency shall increase by 1 or 2 percent each year. The State Superintendent shall inform districts and cooperatives annually of the percentage to be used.

C) The provisions of this subsection (a)(2) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.

3) "Adequate yearly progress" or "AYP" has the meaning given to that term in Section 1.40 of this Part, except that, for purposes of this Section, AYP is specific to the scores earned on the reading and mathematics portions of
the State assessment by students with limited proficiency in English, to their participation in the State assessment, and to their attendance or graduation rate, as applicable. The AYP objective shall apply only when the number of students served is treated as a subgroup under Section 1.60(a) of this Part.

b) In order to avoid penalizing districts and cooperatives for the decision bias that is associated with drawing inferences from a small distribution, a 95 percent "confidence interval" shall be applied to the data involved in each calculation discussed in subsection (a) of this Section. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

c) The scores of all students served by a cooperative shall be analyzed as one group for purposes of determining whether the cooperative has met AMAOs in a given year. When a district changes cooperative membership, the scores of its students from the most recently completed school year will be used to determine whether the new cooperative has met progress under subsection (a)(1) of this Section. The determination for a cooperative shall also apply to each of its member districts.

d) Section 6842(b) 3122(b) of ESEA NCLB requires entities funded under Title III that fail to reach AMAOs for two consecutive years to prepare improvement plans designed to ensure that the entities will meet those objectives in the future. Each entity that is subject to this requirement shall submit its plan no later than six months after it receives notification from ISBE of its failure to meet AMAOs for the second consecutive year. Should a district or cooperative elect not to apply for Title III funding in the subsequent year, it shall be required to submit an improvement plan before it next applies, unless data on the performance of its students demonstrate that the entity met AMAOs in the most recent year preceding its new application for funding. ISBE shall not approve an application for Title III funds from an entity that is subject to this requirement until its plan has been submitted.

e) When an entity funded under Title III has failed to reach AMAOs for four consecutive years, ISBE shall, as required by section 6842(b)(4) 3122(b)(4) of ESEA NCLB:

1) require the entity to modify its curriculum, program, and method of instruction; or
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2) make a determination regarding the entity's continued receipt of funds under Title III and require the entity to replace educational personnel relevant to the entity's failure to meet the achievement objectives.

f) The sanctions chosen pursuant to subsection (e) of this Section shall be identified based upon ISBE's analysis of the factors that prevented the entity from attaining the AMAOs, including those factors presented in the improvement plan submitted in accordance with subsection (d) of this Section. In particular, ISBE shall deny continued Title III funding to an entity that:

1) fails or refuses to serve students according to relevant legal and/or regulatory requirements; or

2) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.100 Waiver and Modification of State Board Rules and School Code Mandates

a) As authorized in Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], a school district or independent authority established pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f], a joint agreement made up of school districts, or a Regional Superintendent of Schools applying on behalf of a school or program operated by the regional office of education, or, as authorized under Sections 13A-5 and 13A-10 of the School Code [105 ILCS 5/13A-5 and 13A-10] with respect to regional safe schools programs, the governing board of an Intermediate Service Center operating such a program may petition for:

1) State Board approval of waivers or modifications of State Board of Education rules and of modifications of School Code mandates, which may be requested to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; and/or

2) General Assembly approval of waivers of School Code mandates, which may be requested only to stimulate innovation or improve student performance.

b) "The School Code" comprises only those statutes compiled at 105 ILCS 5.
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1) Waivers from State Board rules or School Code mandates pertaining to those areas enumerated in Section 2-3.25g(b) of the School Code [105 ILCS 5/2-3.25g(b)] are not permitted.

A) For the purposes of this subsection (b)(1), provisions of the School Code or the rules of the State Board of Education that reflect or implement ESEA the No Child Left Behind Act of 2001 (Public Law 107-110) shall include all requirements for:

i) the entities to be held accountable for the achievement of their students;

ii) the participation of students in the various forms of the State assessment;

iii) the timing of administration of the State assessment;

iv) the use of students' scores on the State assessment in describing the status of schools, districts, and other accountable entities;

v) the use of indicators other than test scores in determining the progress of students;

vi) the required qualifications of paraprofessionals;

vii) the placement of schools not making adequate yearly progress on academic early warning status or academic watch status, and the results to schools and districts that follow from such placement;

viii) the district's responsibility to prepare revised school and/or district improvement plans in response to placement on academic warning or watch status;

ix) the appointment of school or district improvement panels for schools or school districts on academic watch status;

x) the use of State interventions according to the timeline set forth in Section 2-3.25f of the School Code; and
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xi) the appeals process set forth in Section 1.95 of this Part, and the authority of the State Board of Education to make final determinations on these such appeals.

B) Waivers or modifications of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations, as required under Article 24A of the School Code [105 ILCS 5/Art. 24A], are not permitted and on September 1, 2014, any previously authorized waiver or modification from such requirements shall terminate (Section 2-3.25g(b) of the School Code after the applicable implementation date specified in Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5]).

2) Waivers of mandates contained in Section 5-1 of the School Code [105 ILCS 5/5-1] or in Section 5-2.1 of the School Code [105 ILCS 5/5-2.1] also shall not be requested.

c) Each application for a waiver or modification shall provide the following, on a form supplied by the State Board of Education.

1) Identification of the rules or mandates involved, either by quoting the exact language of or by providing a citation to the rules or mandates at issue. Applicants unable to determine the exact language or citation may obtain a copy of, or citation to, the rules or mandates involved by contacting the State Board of Education Legal Department by mail at 100 North First Street, Springfield, Illinois, 62777-0001, by email at waivers@isbe.net, or by telephone at 217-782-5270.

2) Identification as to the specific waivers and/or modifications sought. For modifications, the specific modified wording of the rules or mandates must be stated.

3) Identification as to whether the request is for an initial waiver or modification or for the renewal of a previously approved request. Renewals of waivers and modifications of Section 27-6 of the School Code [105 ILCS 5/27-6] shall be subject to the requirements of subsection (l) of this Section.
4) For requests based upon meeting the intent of the rule or mandate in a more effective, efficient, or economical manner, a narrative description that sets forth:

A) the intent of the rule or mandate to be achieved;

B) the manner in which the applicant will meet that intent;

C) how the manner proposed by the applicant will be more effective, efficient or economical; and

D) if the applicant proposes a more economical manner, a fiscal analysis showing current expenditures related to the request and the projected savings that would result from approval of the request.

5) If the request is necessary for stimulating innovation or improving student performance, the request must include the specific plan for improved student performance and school improvement upon which the request is based. This plan must include a description of how the applicant will determine success in the stimulation of innovation or the improvement of student performance.

6) If the request is for a waiver of the administrative expenditure limitation established by Section 17-1.5 of the School Code [105 ILCS 5/17-1.5], the request must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted to comply with the administrative expenditure limitation and shall otherwise comply with Section 17-1.5(d) of the School Code.

7) The time period for which the waiver or modification is sought. Pursuant to Section 2-3.25g of the School Code, this time period may not exceed five years, except for requests made pursuant to subsection (c)(6) of this Section, which may not exceed one year (see Section 17-1.5(d) of the School Code), and except for requests for relief from the mandate set forth in Section 27-6 of the School Code, which may not exceed two years.

8) A description of the public hearing held to take testimony about the request from educators, parents and students, which shall include the information required by Section 2-3.25g of the School Code.
9) An assurance stating the date of the public hearing conducted to consider the application and, if applicable, the specific plan for improved student performance and school improvement; affirming that the hearing was held before a quorum of the board or before the regional superintendent, as applicable, and that it was conducted as prescribed in Section 2-3.25g of the School Code; and stating the date the application (and, if applicable, the plan) was approved by the local governing board or regional superintendent.

10) For waivers or modifications of State Board of Education administrative rules governing contracting of driver education (23 Ill. Adm. Code 252), the information required under Section 2-3.25g(d) of the School Code.

d) Each applicant must attach to the application a dated copy of the notice of the public hearing that was published in a newspaper of general circulation, and a dated copy of the written notifications about the public hearing provided to the applicant's collective bargaining agent and to those State legislators representing the applicant, and a dated copy of the notice of the public hearing posted on the applicant's website, each of which must comply with the requirements of Section 2-3.25g of the School Code.

e) Applications must be sent by certified mail, return receipt requested, and addressed as specified on the application form.

f) Applications must be postmarked not later than 15 calendar days following the local governing board's approval. Applications addressed other than as specified on the application form shall not be processed.

g) Applications for the waiver or modification of State Board rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by the State Board of Education unless disapproved in writing. Receipt by the State Board shall be determined by the date of receipt shown on the return receipt form, except in the case of an incomplete application.

1) An applicant submitting an incomplete application shall be contacted by staff of the State Board regarding the need for additional information and the date by which the information must be received in order to avoid the application's return as ineligible for consideration.
2) The 45-day response time referred to in this subsection (g) shall not commence until the applicant submits the additional material requested by the State Board.

3) Each application that has not been made complete by the date identified in accordance with subsection (g)(1) of this Section shall be ineligible for consideration and shall be returned to the applicant with an explanation as to the deficiencies.

h) The State Board may disapprove a request for the waiver or modification of State Board rules or for the modification of School Code mandates if the request:

1) is not based upon sound educational practices;

2) endangers the health or safety of students or staff;

3) compromises equal opportunities for learning; or

4) does not address the intent of the rule or mandate in a more effective, efficient or economical manner or does not have improved student performance as a primary goal.

i) Disapproval of an application for a waiver or modification of a State Board rule or for a modification of a School Code mandate shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application by the State Board. An applicant wishing to appeal the denial of a request may do so within 30 calendar days after receipt of the denial letter by sending a written appeal by certified mail to the Illinois State Board of Education, Rules and Waivers Division Unit, 100 North First Street, S-493, Springfield, Illinois 62777-0001 or by email to waivers@isbe.net. The written appeal shall include the date the local governing board approved the original request, the citation of the rule or School Code section involved, and a brief description of the issue. Appeals of denials shall be submitted to the General Assembly in the semiannual report required under Section 2-3.25g of the School Code.

j) The State Superintendent of Education shall periodically notify school districts and other potential applicants of the date by which applications must be postmarked in order to be processed for inclusion in the next report to the General Assembly. Each application will be reviewed for completeness. Complete applications shall be submitted to the General Assembly in the next report.
Incomplete applications shall be treated as discussed in subsections (g)(1) and (g)(3) of this Section.

k) The State Superintendent of Education shall notify Regional Superintendents of Schools and Intermediate Service Centers of the disposition of requests for waivers or modifications submitted by school districts located within their regions.

l) The limitation on renewals established in Section 2-3.25g(e) of the School Code shall apply to each waiver or modification of Section 27-6 of the School Code that is approved on or after January 1, 2008. Once an eligible applicant has received approval for a waiver or modification of that Section on or after January 1, 2008, any request submitted by that applicant for a subsequent time period shall be considered a renewal request, regardless of the rationale for the request or the schools or students to be affected. No applicant shall receive approval for more than two renewals after January 1, 2008, and no applicant shall receive approval for more than six years cumulatively beginning with that date.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 1.110 Appeal Process under Section 22-60 of the School Code

Section 22-60 of the School Code [105 ILCS 5/22-60] authorizes regional superintendents of schools to grant exemptions from certain mandates contained in the School Code [105 ILCS 5] or in administrative rules of the State Board of Education. Any decision of the regional superintendent regarding a school district's or private school's request for an exemption may be appealed to the State Superintendent by the school district, the private school or a resident of the district. For the purposes of this Section, references to "regional superintendent" shall be understood to include the intermediate service centers established in that portion of Cook County located outside of the City of Chicago.

a) A school district, private school or resident wishing to appeal the decision of the regional superintendent to deny or approve an exemption request may do so by sending a written appeal on or before April 15 by certified mail to the Illinois State Board of Education, Public School Recognition Governmental Relations Division, 100 West Randolph North First Street, Suite 14-300 S-404, Chicago Springfield, Illinois 60601 62777 or by email to mandateappeal@isbe.net. The written appeal shall include:

1) the date the regional office of education acted on the exemption request;
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2) a copy of the original request that includes the citation of the rule or School Code section involved;

3) a copy of the regional superintendent's decision to grant or deny the request;

4) a narrative explanation of the petitioner's objections to the regional superintendent's decision (not to exceed two pages), along with any documentation that directly supports the argument being made; and

5) the name, address, telephone number and contact person of the school district or private school submitting the appeal, or the name, address and telephone number of the resident submitting the appeal.

b) The State Superintendent of Education shall provide written notice of the date, time, and location of the hearing to consider the appeal to the petitioner not less than 10 days before the hearing date. The notice shall be sent by certified mail, return receipt requested. Copies of the notice of hearing also shall be provided to the school district's regional superintendent of schools and, in the case of a resident's appeal, to the school district superintendent or private school administrator. Any hearing shall be held no later than May 15 of each year.

c) A petitioner may present oral testimony at the hearing, not to exceed 30 minutes. Any responses to the petitioner's testimony made by the school district, private school or regional superintendent of schools also shall be limited to no more than 30 minutes.

d) The State Superintendent of Education shall consider the net costs associated with the implementation of the mandate and other evidence of its financial impact presented by the school district or private school to determine if implementation or operation is cost-prohibitive. For purposes of this Section, "cost-prohibitive" means that the financial burden of implementing or operating the mandate is greater than the benefits to be received.

e) The State Superintendent shall inform the petitioner of his or her decision at the conclusion of the hearing. (See Section 22-60(b) of the School Code.) A written summary of the decision, including reasons for accepting or denying the appeal, shall be provided to each affected party no later than 10 calendar days after the hearing.
f) A school district, private school or regional superintendent of schools shall provide to a resident of the district, upon the resident's request, a copy of the original exemption request or a copy of the decision regarding the exemption request, along with the reason for the denial or approval, no later than 10 calendar days after the request has been made.

g) City of Chicago School District 299 or a private school located in the City of Chicago shall submit any request for an exemption from a statutory or regulatory mandate to the Division Supervisor Administrator of the Public School Recognition Educator and School Development Division, 100 West Randolph North First Street, Suite 14-300 E 310, Chicago Springfield, Illinois 60601 62777, within the timelines and in the format specified in Section 22-60 of the School Code.

1) The division supervisor administrator shall schedule a public hearing to take testimony from the district and interested residents about the request.

2) A committee comprised of representatives from each department of the State Board of Education with a responsibility for the statutory or regulatory mandate shall review the request and the testimony provided at the public hearing. The committee shall recommend to the division supervisor administrator whether the request should be granted, and the division supervisor administrator shall send written notification of his or her decision to the district or private school on or before March 15, along with reasons why the exemption was granted or denied.

3) A public hearing conducted under this subsection (g) shall comply with the Open Meetings Act [5 ILCS 120].

4) The process for a school district, private school or resident to appeal a decision made pursuant to subsection (g)(2) of this Section shall be as provided in this Section.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

SUBPART B: SCHOOL GOVERNANCE

Section 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
Entities that offer professional development activities, such as training organizations, institutions, regional offices of education, firms, professional associations, teachers’ unions, and universities and colleges, may apply to the State Board of Education for approval to conduct leadership training activities for members of Illinois boards of education in each of the topics specified in Section 10-16a of the School Code [105 ILCS 5/10-16a].

a) Except as provided in subsection (b) of this Section, each entity wishing to receive approval to offer the leadership training required under Section 10-16a of the School Code shall submit an application on a form supplied by the State Board of Education. An entity shall submit the application to the State Board of Education any time between March 1 and May 1 of each even-numbered year. Any application received after May 1 shall not be considered for that approval cycle. Each entity shall provide:

1) a description of the intended offerings in each of the required areas;

2) the qualifications and experience of the entity and of each presenter to be assigned to provide the leadership training, which shall include evidence of a presenter’s specific skills and knowledge in the area or areas in which he or she will be assigned;

3) the mode of delivery of the professional development (e.g., in-person instruction, distance-learning); and

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

b) An organization that has one or more affiliates (e.g., regional offices, local chapters) based in Illinois may apply for approval on their behalf.

1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) of this Section with respect to each one.

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

3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be removed from the list of approved providers.
4) The approval status of the applicant organization shall be contingent upon its affiliates’ compliance with the applicable requirements of this Section.

c) Each entity approved to provide leadership training under this Section shall:

1) verify attendance at its training activities, provide to participants a written confirmation of their completion of the training, and require participants to complete an evaluation of the training; and

2) maintain attendance and evaluation records for each event or activity it conducts or sponsors for a period of not less than five years.

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

e) The State Superintendent of Education, in consultation with the Illinois Association of School Boards (IASB), shall respond to each application for approval no later than 30 days after receiving it.

f) An entity shall be approved to offer leadership training if the entity’s application presents evidence that:

1) the leadership training that it sponsors or conducts will be developed and presented by persons with education and experience in the applicable areas to which they will be assigned; and

2) the proposed training meets the requirements of Section 10-16a of the School Code.

g) The State Board of Education shall post on its website at www.isbe.net the list of all approved providers. The website also shall indicate that the IASB is authorized under Section 10-16a(c) of the School Code to provide leadership training.

h) Approval as a provider shall be valid for two calendar years (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board of Education, within the timeframe specified in subsection (a) of this Section, and containing:
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1) a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred;

2) evidence that the material to be used in the renewal cycle conforms to current statute, rules and procedures of the State Board of Education; and

3) copies of the evaluations of the training that participants completed during the last approval period.

i) A provider’s approval shall be renewed if the application conforms to the requirements of subsection (h) of this Section, provided that the State Superintendent has received no evidence of noncompliance with the requirements of this Section.

j) The State Board of Education may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of leadership training, which the State Board may, at its discretion, monitor at any time. In the event an evaluation indicates that the requirements have not been met, the State Board of Education, in consultation with IASB, may withdraw approval of the provider.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.280 Discipline

Section 24-24 of the School Code [105 ILCS 5/24-24] provides for teachers, other licensed certificated educational employees (except for individuals holding an educator license with stipulations endorsed for paraprofessional educator) and persons providing a related service for or with respect to a student as determined by the board of education to maintain discipline in the schools.

a) The board of education shall establish and maintain a parent-teacher advisory committee as provided in Section 10-20.14 of the School Code [105 ILCS 5/10-20.14].

b) The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code [105 ILCS 5/10-20.14 and 24-24] and disseminate that policy as provided in Section 10-20.14 of the School Code.
c) Any use of isolated time out or physical restraint permitted by a board's policy shall conform to the requirements of Section 1.285 of this Part. If isolated time out or physical restraint is to be permitted, the policy shall include:

1) the circumstances under which isolated time out or physical restraint will be applied;

2) a written procedure to be followed by staff in cases of isolated time out or physical restraint;

3) designation of a school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 of this Part when isolated time out or physical restraint is used;

4) the process the district or other administrative entity will use to evaluate any incident that results in an injury that the affected student (or the responsible parent or guardian), staff member, or other individual identifies as serious;

5) a description of the alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4) of this Part; and

6) a description of the district's or other administrative entity's annual review of the use of isolated time out or physical restraint, which shall include at least:

   A) the number of incidents involving the use of these interventions,

   B) the location and duration of each incident,

   C) identification of the staff members who were involved,

   D) any injuries or property damage that occurred, and

   E) the timeliness of parental notification and administrative review.

d) In addition to, or as part of, its policy on the maintenance of discipline, each board of education shall adopt policies and procedures regarding the use of behavioral interventions for students with disabilities who require such intervention. Each
board's policies and procedures shall conform to the requirements of Section 14-8.05(c) of the School Code [105 ILCS 5/14-8.05(c)].

(Source: Amended at 38 Ill. Reg. ______, effective _____________)

Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint

Isolated time out and physical restraint as defined in this Section shall be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. Nothing in this Section or in Section 1.280 of this Part shall be construed as regulating the restriction of students' movement when that restriction is for a purpose other than the maintenance of an orderly environment (e.g., the appropriate use of safety belts in vehicles).

a) "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements.

1) Any enclosure used for isolated time out shall:

A) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;

B) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing); and

C) be designed to permit continuous visual monitoring of and communication with the student.
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2) If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.

3) An adult who is responsible for supervising the student shall remain within two feet of the enclosure.

4) The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

b) "Physical restraint" means holding a student or otherwise restricting his or her movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control").

c) The requirements set forth in subsections (d) through (h) of this Section shall not apply to the actions described in this subsection (c) because, pursuant to Section 10-20.33 of the School Code [105 ILCS 5/10-20.33], "restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to:

1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or
2) remove a disruptive student who is unwilling to leave the area voluntarily.

d) The use of physical restraint shall be subject to the following requirements.

1) Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when:

   A) the student poses a physical risk to himself, herself, or others,

   B) there is no medical contraindication to its use, and
C) the staff applying the restraint have been trained in its safe application as specified in subsection (h)(2) of this Section.

2) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.

3) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary educational services are provided (e.g., the Illinois Department of Corrections or the Illinois Department of Human Services), mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.

4) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.

5) Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.

6) In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.

7) If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.

e) Time Limits

1) A student shall not be kept in isolated time out for longer than is therapeutically necessary, which shall not be for more than 30 minutes
after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.

2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

f) Documentation and Evaluation

1) A written record of each episode of isolated time out or physical restraint shall be maintained in the student's temporary record. The official designated pursuant to Section 1.280(c)(3) of this Part shall also maintain a copy of each of these records such record. Each such record shall include:

A) the student's name;
B) the date of the incident;
C) the beginning and ending times of the incident;
D) a description of any relevant events leading up to the incident;
E) a description of any interventions used prior to the implementation of isolated time out or physical restraint;
F) a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;
G) a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint techniques technique(s) used and any other interaction between the student and staff;
H) a description of any injuries (whether to students, staff, or others) or property damage;
I) a description of any planned approach to dealing with the student's behavior in the future;
J) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;

K) the date on which parental notification took place as required by subsection (g) of this Section.

2) The school official designated pursuant to Section 1.280(c)(3) of this Part shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

3) The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.

4) The requirements of this subsection (f)(4) shall apply whenever an episode of isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period.

A) A licensed educator certified staff person knowledgeable about the use of isolated time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.

B) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).

C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the official designated pursuant to Section 1.280(c)(3) of this Part.

5) When a student has first experienced three instances of isolated time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or
for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.

A) The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.

B) The notification shall inform the parents or guardians that the student's potential need for special education or an alternative program will be considered and that the results of the review will be entered into the temporary student record.

g) Notification to Parents

1) A district whose policies on the maintenance of discipline include the use of isolated time out or physical restraint shall notify parents to this effect as part of the information distributed annually or upon enrollment pursuant to Sections 10-20.14 and 14-8.05(c) of the School Code [105 ILCS 5/10-20.14 and 14-8.05(c)].

2) Within 24 hours after any use of isolated time out or physical restraint, the school district or other entity serving the student shall send written notice of the incident to the student's parents, unless the parent has provided the district or other entity with a written waiver of this requirement for notification. The notification shall include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information.

h) Requirements for Training

1) Isolated Time Out

Each district, cooperative, or joint agreement whose policy permits the use of isolated time out shall provide orientation to its staff members covering at least the written procedure established pursuant to Section 1.280(c)(2) of this Part.

2) Physical Restraint
A) Physical restraint as defined in this Section shall be applied only by individuals who have received systematic training that includes all the elements described in subsection (h)(2)(B) of this Section and who have received a certificate of completion or other written evidence of participation. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two years, as indicated by written evidence of participation.

B) Training with respect to physical restraint may be provided either by the employer or by an external entity and shall include, but need not be limited to:

i) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;

ii) a description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

iii) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;

iv) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

v) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and

vi) demonstration by participants of proficiency in administering physical restraint.
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C) An individual may provide training to others in a particular method of physical restraint only if he or she has received written evidence of completing training in that technique that meets the requirements of subsection (h)(2)(B) of this Section within the preceding one-year period.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section 1.310 Administrative Qualifications and Responsibilities

Administrators and supervisors shall be appropriately licensed certificated, meeting the requirements stated in Sections 21B-20 and 21B-25 Section 21-7.1 of the School Code [105 ILCS 5/21B-20 and 21B-25 21-7.1] and Section 1.705 of this Part.

a) Chief school business officials, effective July 1, 1977, shall be appropriately licensed certificated, meeting the requirements stated in Section 21B-25 24-7.1 of the School Code.

b) Department chairpersons and teacher leaders who are required to supervise and/or evaluate teachers shall meet the applicable requirements of Section 1.705 of this Part. (See also Section 21B-25 21-7.1 of the School Code.) This regulation shall apply only to those individuals serving as department chairs first assigned to this position on or after September 1, 1978 and individuals holding a teacher leader endorsement issued in accordance with 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).

c) Divided Service

1) An administrator, i.e., a superintendent or principal, may serve in two professional capacities provided that full-time equivalency results in a maximum of one full-time position.

2) In school districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach (up to ½ day).

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 1.320 Evaluation of Licensed Educators Certified Staff in Contractual Continued Service
Each school district shall develop an evaluation plan (the Plan) for the evaluation of all licensed educators certified school district employees in contractual continued service. Where cooperative educational programs operate between or among school districts, or are operated by regional superintendents of education Regional Superintendents of Schools, pursuant to Sections 3-15.14, 10-22.31 and/or 10-22.31a of the School Code [105 ILCS 5/3-15.14, 10-22.31, and/or 10-22.31a], the Plan shall be developed by the administrative agent who is the fiscal and legal agent for the cooperative program, or the governing board, or the board of control of the entity. In this Section all of these such entities are included in the term "school district".

a) The Plan shall conform to the requirements of Article 24A of the School Code [105 ILCS 5/Art. 24A] and, upon the date as set forth in Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] by which a school district must implement a performance evaluation system incorporating data and indicators of student growth, meet the requirements of 23 Ill. Adm. Code 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code). The school district shall involve teachers in the development of the Plan or, when applicable, develop the Plan in cooperation with the exclusive bargaining representatives. Development of the Plan under a performance evaluation system shall conform to the requirements of Section 24A-4 of the School Code [105 ILCS 5/24A-4].

b) On or before July 1 of the calendar year in which a school district is required to implement a performance evaluation system incorporating data and indicators of student growth for teachers or principals and assistant principals, a school district shall execute and make available to the State Board of Education, upon request, a signed assurance specific to its principal evaluation plan and one specific to its teacher evaluation plan as to whether the Plan:

1) incorporates the State Performance Evaluation Model for Teachers or the State Performance Evaluation Model for Principals, as applicable; or

2) incorporates a locally developed principal evaluation plan or teacher evaluation plan that aligns to the provisions of Article 24A of the School Code and 23 Ill. Adm. Code 50.

c) Consulting Teachers

1) The school official responsible for selecting a consulting teacher when required under Section 24A-5(j) of the School Code must undertake a
diligent effort to identify a consulting teacher, which effort must include, but should not be limited to:

A) contacting qualified teachers within the district;

B) requesting the regional superintendent of schools to supply a roster of qualified consulting teachers; and

C) requesting the exclusive bargaining agent for the district to supply a roster of qualified consulting teachers.

2) If the school official cannot identify a qualified consulting teacher after completing the effort described in subsection (c)(1) of this Section, the employing school district's regional office of education shall supply a qualified consulting teacher.

3) If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period. The consulting teacher shall be informed, through conferences with the evaluator and the teacher under remediation, of the results of the periodic evaluations conducted pursuant to Section 24A-5(k) of the School Code in order to continue to provide assistance to the teacher under a remediation plan.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.330 Toxic Hazardous Materials Training

Each district shall maintain an inservice training plan for working with toxic hazardous materials (as defined in Section 3 of the Toxic Substances Disclosure to Employees Act [820 ILCS 255/3] 56 Ill. Adm. Code 205) that meets the requirements of Section 16 of the Act consisting of the “Right to Know” training offered by the Illinois Department of Labor (Toxic Substances Section). Each district shall ensure that all new staff members whose assignments bring them into recurring contact, i.e., daily, weekly, or monthly, with toxic hazardous materials who have not received education and training attended such a program within the past 12 months receive the approved course of training prior to working with toxic hazardous materials (see Section 16 of the Act). Examples may include science teachers, maintenance workers, and cafeteria employees. Each district shall keep on file a list of the job titles in the district whose incumbents
are subject to the requirements of this Section and the names of employees who have attended a training program, including the location, presenters, and date of the program.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.410 Determination of the Instructional Program

Subject to the requirements listed in this Subpart D below, the instructional program of a school district shall be determined by the board of education with involvement of parents, students, the professional staff, and the local community. The basic curriculum shall include organized experiences that provide each student ample opportunity to achieve the goals set forth in Appendix D of this Part and that meet the minimum program defined by the The School Code [105 ILCS 5] and the State Board of Education. It is recommended that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 1.420 Basic Standards

a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.

b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, online, or from other external sources, that can be disseminated to other schools within the State.

c) Every school district shall:

1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.

2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of
different ages, sexes, races, national origins, religions, and socio-economic backgrounds.

d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.

e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.

f) Sections 10-19, 18-8.05, 18-12, and 18-12.5 of the School Code [105 ILCS 5/10-19, 18-8.05, 18-12, and 18-12.5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.

1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its facilities are inadequate to house a program offering five clock-hours daily to all students.

A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.

B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.

C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval
shall conform to the requirements of subsections (f)(1)(A) and (B) of this Section.

D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.

2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count these such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.

A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.

C) All teachers hold educator licenses certificates that are registered with the Regional Superintendent of schools for their county of employment. Other than substitute teachers, licensure certification appropriate to the grade level and subject areas of instruction is held by all teachers.

4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident. In addition, the certification
submitted for reasons of a public health emergency under Section 18-12.5 of the School Code shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:

A) the name of the building that is being recommended for closure;

B) the specific public health emergency that warrants the closure; and

C) the anticipated building closure dates recommended by the health department.

5) Attendance for General State Aid Purposes

A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.

B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.

C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.
D) For the purposes of determining average daily attendance for General State Aid under Section 10-29 of the School Code [105 ILCS 5/10-29], a school district operating a remote educational program shall document the clock hours of instruction for each student, and make available to the State Superintendent of Education or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code [105 ILCS 5/18-8.05(F)(2)(j)].

g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).

h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).

1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.

2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.

A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.
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B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.

C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.

3) Each school district offering a kindergarten program, whether full-day or half-day, shall administer the Illinois Kindergarten Individual Development Survey (KIDS) annually, beginning in the 2015-16 school year. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of the test administration and establishment of a professional development system for teachers and administrators.

A) A school district may be asked to participate in a pilot of the KIDS in the 2012-13 school year or a limited statewide implementation of KIDS in the 2013-14 school year and/or the 2014-15 school year, provided that the cost of participating in the pilot is paid by the State. Selection of school districts will be made to ensure a representative sample and will be based upon factors such as demographics, economics and geographic location. The State Superintendent of Education shall notify each school district selected to participate in the limited statewide implementation pilot no later than July 1, 2012, and not later than July 1, 2013 or July 1, 2014, respectively, for the limited statewide implementation.

B) Within 15 calendar days after receiving the notification required under subsection (h)(3)(A) of this Section, a school district may petition the State Superintendent to be excused from participating in the pilot or limited statewide implementation. The written petition shall state the reasons why the school district believes it lacks the capacity to administer the KIDS. The State Superintendent shall notify the school district of his or her acceptance or rejection of the petition no later than 15 days after it is received.

i) Career Education
1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

1) Programs for extra classroom activities shall provide opportunities for all students.

2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

k) Consumer Education and Protection

1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code [105 ILCS 5/27-12.1].

2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education prior to the completion of grade 12. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and government in formulating and achieving the goals of the mixed free enterprise system.

4) Teachers instructing in consumer education courses shall hold educator licensure certification valid for the grade levels taught and have completed at least three semester hours in consumer education courses.

l) Conservation of Natural Resources
Each district shall provide instruction on current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).

m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.

n) Health Education

1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

   A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

   B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.

   C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

   D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.

2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code [105 ILCS 5/27-9.1 and 27-9.2].

o) Library Media Programs
Each school district shall provide a program of library media services for the students in each of its schools. Each district's program shall meet the requirements of this subsection (o).

1) General

The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. No later than the beginning of the 2014-15 school year, a district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 of this Part and who is acting on behalf of the school district.

2) Financial Resources

Each district's annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students' needs through alternate means that the district has determined are adequate in light of local circumstances.

3) Facilities

If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom collections have been established instead, the district shall ensure that equitable access to library media resources is made available to students in all the grade levels served. If students' only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students' regular schedules include time for this purpose.

4) Staff

Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section
1.755 of this Part, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. No later than the beginning of the 2009-10 school year, each district shall assign responsibility for overall direction of its program of library media services to an employee who holds a professional educator license endorsed for a teaching or an administrative field: an elementary, a secondary, a special K-12, a special preschool-age 21, an early childhood, or an administrative certificate.

Except as otherwise provided in subsection (o)(4)(A) of this Section, the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755 of this Part, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 of this Part unless he or she meets the requirements of that Section.

A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755 of this Part, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:

i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or

ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians' organization; or

iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.

B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755 of this Part.
p) Physical Education

1) Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by Section 27-6 of the School Code [105 ILCS 5/27-6]. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.

2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.

3) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.

4) The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).

5) Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act of 1987 [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).

6) Pursuant to Section 27-6 of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education.

A) Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem "appropriate" for this purpose, which shall include, but need not be limited to, reliance upon religious prohibitions.

B) A board shall, however, have no authority to honor parental excuses based upon students' participation in athletic training,
activities, or competitions conducted outside the auspices of the school district, except as otherwise authorized under Section 27-6(b) of the School Code.

C) For each type of excuse that will be considered "appropriate", the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

7) In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.

q) School Support Pupil Personnel Services

To assure provision of School Support Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

1) Guidance and Counseling Needs;
2) Psychological Needs;
3) Social Work Needs;
4) Health Needs.

r) Social Sciences and History

Each school system shall provide history and social sciences courses that do the following:

1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual
practice in the our world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);

2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);

3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);

4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);

5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]);

6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]); and

7) include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression (Section 27-21 of the School Code).

s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous career and technical education courses, vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. The eye protective devices shall meet the nationally accepted standards set forth in "American National Standard Practice for Occupational and Educational Personal Eye and Face Protection Devices", ANSI/ISEA Z87.1-2010 ANSI Z87.1-2010, issued by the American National Standards Institute, Inc., 1899 L Street, NW, 11th Floor, Washington, D.C. 20036. No later editions, additions or amendments to these standards are incorporated by this Part.

Section 1.470 Adult and Continuing Education

a) Local school districts, in accordance with Section 10-20.12 of the School Code [105 ILCS 5/10-20.12], shall provide for the educational needs of adults younger than under 21 years of age who wish to re-enter high school to acquire a high school diploma (subject to the limitations of 105 ILCS 5/26-2) or an equivalency certificate. Local boards of education may permit other adults to re-enter high school under this provision.

b) Local school districts may establish special classes for the instruction:

1) of persons of age 21 years or older over, and

2) of persons younger less than age 21 and not otherwise in attendance in public school, for the purpose of providing adults in the community and youth whose schooling has been interrupted with educational programs appropriate to the needs of these individuals. (See Section 10-22.20 of the School Code [105 ILCS 5/10-22.20].) If a program is approved by the State Board of Education, a school may issue credit for a course on the basis of qualitative attainment rather than on the time element. (Section 10-22.20 of The School Code)

c) Awarding of Credit

1) Local school districts, as provided in a definite policy of the boards of education, may offer credit through proficiency testing, correspondence courses, military experiences, life experiences and other nonformal educational endeavors.

2) Secondary schools may obtain credit recommendations for service experience by submitting the form, "Request for Evaluation of Service School Training" to the American Council on Education Commission on Accreditation of Service Experiences, 1 DuPont Circle N.W., Washington, D.C. 20036.

AGENCY NOTE: The State Board of Education recommends that a high school grant credit toward a diploma for the successful completion of the following service educational experiences:
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United States Armed Forces Institute courses;

United States Armed Forces Institute subject examinations;

High School courses offered through USAFI by cooperating colleges and universities, credit upon transfer from the school offering the course;

Marine Corps Institute courses;

Service School training;

High school credit toward a diploma for basic or recruit training is not recommended.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART E: SUPPORT SERVICES

Section 1.515 Training of School Bus Driver Instructors

Initial and refresher training is required of all school bus drivers by Section 6-106.1 of the Illinois Vehicle Code [625 ILCS 5/6-106.1]. Pursuant to Section 3-14.23 of the School Code [105 ILCS 5/3-14.23], regional superintendents of schools are responsible for conducting training programs for school bus drivers. These programs shall be established by the State Board of Education and approved by the Secretary of State pursuant to the Secretary's rules titled School Bus Driver Permit (92 Ill. Adm. Code 1035).

a) 92 Ill. Adm. Code 1035.30 of the Secretary's rules requires the certification of bus driver instructors by the State Board of Education. The following standards shall apply to this certification.

1) The person must be at least 21 years of age.

2) The person must hold or have held an Illinois School Bus Driver's Permit, hold a current professional educator license endorsed for driver education, or have the approval of the regional superintendent as having had other direct involvement in school bus transportation.
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3) The person must provide a current, valid card as evidence of having completed a course in first aid from the American Red Cross, the American Heart Association, or another national organization that is recognized by the Illinois Department of Public Health.

4) The person must have assisted a certified instructor in conducting an initial school bus driver training course and a refresher course; the person must also have taught each of these types of courses under the observation of a certified instructor and have received a satisfactory evaluation of overall teaching performance.

5) Certification of bus driver instructors shall be renewed annually. Renewal shall be sought by the regional superintendent of the region where services will be provided, with the permission of the individuals in question and using a form supplied by the State Superintendent of Education. Renewal of certification shall be based on the criteria set forth in subsections (a)(1) through (a)(4) of this Section.

b) The State Superintendent shall notify each regional superintendent of the certification status of all affected instructors in his or her region and of any deficiencies preventing the certification of any individual. The regional superintendent shall be responsible for notifying instructors of their status.

c) The regional superintendent shall be responsible for notifying the employers of all bus drivers who complete initial or refresher training courses.

(Source: Amended at 38 Ill. Reg. _______, effective ____________)

Section 1.520  Home and Hospital Instruction School Food Services (Repealed)

The provisions of this Section apply to any student who has not been identified as eligible for special education services, in accordance with 23 Ill. Adm. Code 226 (Special Education), and who receives services at home or in a hospital or other setting because he or she is unable to attend school elsewhere due to a medical condition, and for which the resident school district is seeking reimbursement under Section 14-13.01(a) of the School Code [105 ILCS 5/14-13.01(a)]. Requirements pertaining to home and hospital instruction for students with disabilities shall be as set forth in 23 Ill. Adm. Code 226.300 (Continuum of Placement Options).

a) When a student has a medical condition that will cause an absence for two or more consecutive weeks (i.e., 10 school days) of school or ongoing intermittent absences, as defined in Section 14-13.01(a) of the School Code, the school district
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for that child shall consider the need for home or hospital services. The provision of home or hospital services shall be based upon a written statement from a physician licensed to practice medicine in all its branches that specifies:

1) the child's medical condition;

2) the impact on the child's ability to participate in education (the child's physical and mental level of tolerance for receiving educational services); and

3) the anticipated duration or nature of the child's absence from school.

b) The amount of instructional or related service time provided through the home or hospital program shall be determined in relation to the child's educational needs and physical and mental health needs. The amount of instructional time shall not be less than five hours per week unless the physician has certified in writing that the child should not receive as many as five hours of instruction in a school week. In the event that the child's illness or a teacher's absence reduces the number of hours in a given week to which the child is entitled, the school district shall work with the child's teachers and the child's parents to provide the number of hours missed, as medically advisable for the child.

c) A child whose home or hospital instruction is being provided via telephone or other technological device shall receive not less than two hours per week of direct instructional services.

d) Instructional time shall be scheduled only on days when school is regularly in session, unless otherwise agreed to by all parties.

e) For the purpose of determining average daily attendance, school districts shall calculate days of attendance for hospitalized or homebound students in accordance with the provisions of Section 18-8.05(F)(2)(e) of the School Code.

f) Home or hospital instructors shall meet the requirements of 23 Ill. Adm. Code 1.610 (Personnel Required to be Qualified), except that the use of an individual who holds only a substitute teaching license is permissible if the individual provides instruction under the supervision of an individual who holds a professional educator license endorsed in a teaching field and is the teacher in whose class the student is enrolled. A school district using the services of a substitute teacher for home or hospital instruction pursuant to this subsection (f),
however, is not eligible for reimbursement under Section 14-13.01 of the School Code.

g) A school district is not obligated to provide home and hospital instruction when the referral for the services is presented when two weeks or less remains in the school year.

h) Homebound instruction shall be provided for students who are pregnant according to the provisions set forth in Section 10-22.6a of the School Code.

(Source: Old Section repealed at 29 Ill. Reg. 15789, effective October 3, 2005; new Section added at 38 Ill. Reg. ______, effective ____________ )

Section 1.530 Health Services

a) Each school shall maintain records for each student that reflect compliance with the examinations and immunizations prescribed by Section 27-8.1 of the School Code and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child Health Examination Code). The information relative to examinations and immunizations shall be placed in the student permanent record in accordance with 23 Ill. Adm. Code 375 (Student Records).

1) School districts shall, by November 15 of each school year, report to the State Superintendent of Education the number of students who have received the necessary health examinations and immunizations, the number of students who are not exempt and have not received the necessary health examinations and immunizations, and the number of students exempt from the health examination and immunization requirements for religious or medical reasons, in the manner prescribed by the State Superintendent.

2) Any school district that, for two years in a row and in any combination, either fails to deliver its report to the State Superintendent of Education by November 15 or delivers a report that does not comply with the percentage requirements of Section 27-8.1 of the School Code shall be issued a Notice of Non-Compliance. Unless, within seven school days after the mailing of the notice, the district presents written evidence to the State Superintendent that it has delivered the report required by Section 27-8.1 and the report complies with the percentage requirements of that Section, the State Superintendent shall reduce by 10 percent each subsequent
payment to the district of General State Aid funds under Section 18-8.05 of the School Code, provided that all amounts withheld shall be restored to the district after compliance is documented. The reduction in the district's General State Aid payments shall commence on January 1 and shall occur semi-monthly thereafter, provided that all amounts withheld shall be restored to the district after compliance is documented.

b) Students participating in interscholastic athletics shall have an annual physical examination. A district shall include as part of any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parents or guardian to sign before participating in practice or interscholastic competition information relative to the school board's adopted concussion and head injury policy. (See 105 ILCS 5/10-20.54 and 34-18.46.)

c) Each district shall adopt an emergency procedure to be followed in cases of injury to or sudden illness of students and/or staff.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART F: STAFF LICENSURE CERTIFICATION REQUIREMENTS

Section 1.610 Personnel Required to be Qualified

All professional employees of public schools and school districts shall be properly licensed certified as required by Section 21B-15 21-1 of the School Code [105 ILCS 5/21B-15 21-1].

a) No one shall teach or supervise in a public school unless that individual holds an educator license appropriate a certificate of qualification for the position to which that individual has been assigned, or unless the requirements of 23 Ill. Adm. Code 25.464 have been met. (See Appendix Appendices A and B of this Part.) Schools' and districts' compliance with these requirements shall be a factor in their recognition status, as discussed in Section 1.20 of this Part.

b) No one shall be licensed certified to teach or supervise in the public schools of the State of Illinois who is not of good character, as defined in Section 21B-15 of the School Code, good health, a citizen of the United States or legally present and authorized for employment and at least 20 19 years of age (Section 21-1 of the School Code [105 ILCS 5/21-1]).

b) A person not a citizen of the United States but who meets the other requirements of subsection (a) of this Section may be issued a certificate valid for teaching or
supervising in all grades of the common schools. An applicant for a certificate who is not a citizen of the United States must sign and file with the State Board of Education a letter of intent indicating that, either within 10 years after the date that the letter is filed or at the earliest opportunity after the person becomes eligible to apply for U.S. citizenship, the person will apply for U.S. citizenship. (Section 21-1 of the School Code)

(Source: Amended at 38 Ill. Reg. _____, effective ____________ )

Section 1.630 Paraprofessionals; Other Unlicensed Noncertificated Personnel

a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], school boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils.

b) Paraprofessionals; Teacher Aides

1) School boards may further utilize volunteer noncertificated personnel or employ noncertificated personnel who do hold an educator license with stipulations endorsed for paraprofessional educator to serve as paraprofessionals (or "teacher aides") to assist in the instruction of pupils, so long as each noncertificated individual is under the immediate supervision of a teacher who holds a valid professional educator license endorsed for the teaching field of assignment certificate and is directly engaged in teaching subject matter or conducting activities (see Sections 10-22.34 and 34-18 of the School Code). To "assist in the instruction of pupils", i.e., to serve as a paraprofessional, means to support teachers through interactions with students that will help them master curricular content, such as by tutoring; or to assist with classroom management, such as by organizing instructional materials.

2) Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that a paraprofessional first employed on or before June 30, 2005, in a program that serves students with disabilities shall be subject to this requirement as of July 1, 2007, and except that an individual who holds any certificate indicative of completion of at least a bachelor’s degree, or who holds a provisional vocational certificate, may serve as a paraprofessional without a statement of approval.
2) Beginning July 1, 2013, an individual employed as a paraprofessional shall meet the requirements set forth in 23 Ill. Adm. Code 25.510 (Paraprofessionals) except in the following circumstances.

A) Any individual whose paraprofessional approval was continued after June 30, 2013, in accordance with the provisions of 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange), may continue to serve as a paraprofessional subject to any limitations of his or her approval.

B) An individual who holds an educator license indicative of completion of a bachelor's degree may serve as a paraprofessional without obtaining an educator license with stipulations endorsed for paraprofessional educator.

C) An individual who holds an educator license with stipulations endorsed for career and technical educator may serve as a paraprofessional without obtaining an additional endorsement for paraprofessional educator.

3) Each paraprofessional shall be under the direct supervision and control of a fully licensed certificated teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully licensed certificated teacher. The fully licensed certificated teacher shall be responsible for planning the activities to be conducted by the paraprofessional and for evaluating the pupils with whom the paraprofessional works. The fully licensed certificated teacher shall be continuously aware of the paraprofessional's activities, i.e., the teacher shall be responsible for controlling the paraprofessional's activities and shall be able to modify them at any time.

4) Paraprofessionals shall not be utilized as substitutes for or replacement of fully licensed certificated teachers, and they shall not have equivalent responsibilities. Fully licensed certificated teachers shall exercise professional judgment when assigning duties to paraprofessionals and shall retain the responsibility for determining students' scholastic activities.

5) Each school district shall:
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A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;

B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval, if applicable, or verification of his or her holding an educator license with stipulations endorsed for paraprofessional educator and evidence that he or she has met the relevant requirements of 23 Ill. Adm. Code 25.510; and

C) be responsible for ensuring that no individual is employed as a paraprofessional without an educator license with stipulations endorsed for paraprofessional educator a statement of approval, except as permitted under subsection (b)(2) of this Section, and that paraprofessionals whose paraprofessional approval was continued are assigned only to tasks for which their approval is valid.

c) Other Unlicensed Personnel

1) School boards may designate unlicensed noncertificated persons of good character, as defined in Section 21B-15 of the School Code, to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the schools (see Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]).

d) School boards may utilize noncertificated persons, under the direction of a certified teacher, for providing specialized instruction related to a course assigned to the certified teacher on a regular basis, not otherwise readily available in the immediate school environment, in the fields for which they are particularly qualified or skilled (see Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b]).

2) Unlicensed noncertificated personnel in special education programs under contract to the local board of education, other than paraprofessionals, shall be governed by 23 Ill. Adm. Code 226 (Special Education). Also, beginning July 1, 2006, educational interpreters for persons who are deaf or hard of hearing shall be approved pursuant to 23 Ill. Adm. 25.550 (Approval of Educational Interpreters).
In accordance with Section 10-22.34(d) of the School Code [105 ILCS 5/10-22.34(d)], school districts may utilize unlicensed noncertificated persons who are completing their clinical experiences and/or student teaching.

A) A candidate participating in clinical experiences shall not be required to hold an educator license with stipulations endorsed for a statement of approval as a paraprofessional if:

i) the candidate is engaging in the clinical experience as part of an approved Illinois teacher preparation program in which he or she is enrolled;

ii) when the candidate assists in instruction, he or she is under the immediate supervision of a teacher who holds a valid professional educator license certificate and is directly engaged in teaching the subject matter or conducting other learning activities; and

iii) the cooperating teacher constantly evaluates the candidate's activities and is able to control or modify them.

B) Unlicensed Noncertificated personnel enrolled in a student teaching course at a college or university are not required to be under the constant supervision of a teacher, provided that their activity has the prior approval of the representative of the higher education institution, that teaching plans have been previously discussed with and approved by the supervising teacher, and the teaching is performed in accordance with the requirements of 23 Ill. Adm. Code 25.620 (Student Teaching) (see Section 10-22.34(d) of the School Code).

C) In accordance with Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b], school districts may, with the prior approval of the responsible regional superintendent of schools, utilize unlicensed noncertificated persons to provide specialized instruction not otherwise readily available in the immediate school environment in the fields for which they are particularly qualified by reason of specialized knowledge or skill. The regional superintendent shall approve an assignment of this type when:

i) the individual certified teacher holding a professional educator license endorsed in a teaching field under whose direction the instruction will be provided has specified in writing the material to be covered and the amount of time to be allotted for the specialized instruction;
ii)2) the district superintendent has identified in writing the selected individual's professional competence or outstanding proficiency in the area of specialization in which instruction is to be provided;

iii)3) the district superintendent has affirmed in writing that a district representative has determined the environment where instruction will be provided, if away from the school, to be safe and appropriate to the age of the students involved; and

iv)4) the district superintendent has described the precise function to be served by the specialized instruction and any compensation to be paid to the selected individual.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

SUBPART G: STAFF QUALIFICATIONS

Section 1.760 Standards for School Support Pupil Personnel Services

a) School psychologists, school social workers in schools, and school guidance counselors, speech-language pathologists (nonteaching) and school nurses, except as provided in subsection (c) of this Section, shall hold a professional educator license endorsed for school support personnel in their respective area Type 10 or Type 73 Certificate with the appropriate endorsement.

b) Registered Professional Nurse means any nurse who is licensed to practice professional nursing in Illinois in accord with the Nurse Practice Act [225 ILCS 65] The Illinois Nursing Act (Ill. Rev. Stat. 1985, ch. 111, par. 3401 et seq.) and whose license is active and in good standing as determined by the Illinois Department of Financial and Professional Regulation Registration and Education.

c) School Nurse means any registered professional nurse who holds a professional educator license endorsed for school support services Type 73 School Service Personnel Certificate with an endorsement in school nursing, or any noncertificated registered professional nurse who does not hold the professional educator license but was employed in the school district of current employment before July 1, 1976. School districts may employ noncertificated registered professional nurses to perform professional nursing services [105 ILCS 5/10-22.23].
d) School boards that employ school nurses shall be responsible for verifying that each such person holds a valid nursing license and professional educator license certificate except as provided in subsection (c) of this Section.

e) School boards that employ one or more school nurses for the purpose of providing professional nursing services shall develop and keep on file a written job description defining the duties of their said school nurses nurse(s).

f) Any job description prepared pursuant to subsection (e) of this Section will be accepted by the State Board of Education as complying with Section 10-22.23 of the The School Code (Ill. Rev. Stat. 1985, ch. 122, par. 10-22.23) if it contains at least:

1) the duty to provide registered professional nursing practice services as defined in Section 50-10 of the Nurse Practice Act The Illinois Nursing Act (Ill. Rev. Stat. 1985, ch. 111, par. 3405 (4)(1)); and

2) at least one or more additional duties as the school board shall select from subsection (g) of this Section.

g) Additional duties of the school nurse shall include one or more of the following:

1) assessment of health care needs through screening for deficits in vision, hearing, growth and development, immunization status, and other physical defects (e.g., orthopedic, malnutrition, asthma, metabolic disorders, blood pressure, obesity scoliosis, hernia);

2) identifying student health problems, making referrals for their diagnosis, treatment and remediation, and providing follow-up for each referral;

3) recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students need special physical health care procedures to be provided at school;

4) establishing a communicable disease prevention and control program, including blood-borne pathogen control programs, in collaboration with State and local health departments and federal and State occupational safety and health agencies;
5) assessing the health status of students and providing health counseling (e.g. on diet, exercise) for students, parents and school staff;

6) processing physicians' orders, administering and monitoring medication and treatment given in school (subject to local policy regarding the administration of medication at school);

7) providing crisis intervention for students and/or staff in the advent of sudden illness or injury;

8) establishing an accident prevention program in collaboration with the district's administration;

9) acting as liaison between the home, school, community health agencies and the private medical sector;

10) participating in the identification, evaluation and placement of students into special education programs, (e.g., as a referring agent, a consultant to parents, teachers, etc., and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education));

11) collecting and analyzing health-related data (e.g., immunization records, medical records, incidence of specific diseases), and making recommendations based upon these data, and reporting the data to State agencies as may be required;

12) maintaining accurate school health records and ensuring the confidentiality of their contents in accordance with the Illinois School Student Records Act [105 ILCS 10] (Ill. Rev. Stat. 1985, ch. 122, par. 501 et seq.), and 23 Ill. Adm. Code 375 (Student Records), and the Family Educational Rights and Privacy Act (20 USC 1232g);

13) carrying out other specified duties that which the school nurse is qualified to perform, provided that the school nurse shall not provide instruction to students be assigned teaching duties unless the nurse holds the appropriate teaching endorsement certificate; however, this subsection (g)(13) does not preclude a school nurse from providing limited classroom instruction as may be requested by the licensed teacher on specific health or illness topics (e.g., asthma, HIV prevention, puberty);
coordinating and managing student health through care management, including delegating nursing tasks included in the individual student health plan (e.g., screening tests, diabetes monitoring) to licensed and unlicensed persons, in accordance with the Nurse Practice Act; and

providing instruction to or practicum experience for nursing students enrolled in community health/public health/pediatrics courses through a written agreement between the nursing education program and the school district.

The duty to provide registered professional nursing practices, services as defined in Section 50-10 of the Nurse Practice Act, "The Illinois Nursing Act" shall not be included among the functions assigned to any school district personnel not covered by the job description required for school nurses.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.762 Supervision of Speech-Language Pathology Assistants

a) Pursuant to Section 14-6.03 of the School Code [105 ILCS 5/14-6.03], school districts and cooperative entities may employ licensed speech-language pathology assistants ("SLPAs"), as well as speech-language pathology paraprofessionals who are approved by the State Board of Education ("paraprofessionals"). These individuals are required by that Section to serve under the supervision of experienced speech-language pathologists, who are further required by Section 3.5(b) of the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110/3.5(b)] to be licensed under that Act. Therefore, a school district or cooperative entity shall not assign a speech-language pathologist with a professional educator license issued certified under Article 21B 21 of the School Code [105 ILCS 5/Art. 21B 21] but not licensed under the Illinois Speech-Language Pathology and Audiology Practice Act to supervise any SLPA or paraprofessional.

b) Except as provided in subsection (d) of this Section, a speech-language pathologist who supervises one or more SLPAs shall provide evidence of having completed training of at least ten hours' duration that was provided by an organization approved by the Illinois Department of Financial and Professional Regulation pursuant to the Department's rules titled "The Illinois Speech-Language Pathology and Audiology Practice Act" (68 Ill. Adm. Code 1465) and that addressed all the following topics:
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1) Establishing and maintaining effective working relationships;

2) Ethical, legal, regulatory, and reimbursement aspects of the profession;

3) Strategies for direct and indirect supervision (supervisory process and practices, effective use of assistants);

4) Evaluating the performance of assistants;

5) The scope of assistants' responsibility; and

6) Instructing and assisting SLPAs with:

   A) the execution of goals and objectives, data collection, and student outcomes,

   B) standards and strategies for oral and written communication,

   C) techniques, materials, and equipment utilized in the profession, and

   D) the maintenance of records.

   c) In order to be eligible to supervise SLPAs, a speech-language pathologist shall provide to the employing district or cooperative a copy of a signed certificate of completion of the training furnished by the provider. The employing district or cooperative shall maintain this written evidence on file.

   d) The requirements of subsections (b) and (c) of this Section shall not apply to speech-language pathologists who supervise paraprofessionals only. A speech-language pathologist who supervises one or more SLPAs shall be exempt from the requirements of subsections (b) and (c) of this Section provided that he or she presents to the employing district or cooperative entity, and the employer maintains, written evidence demonstrating that the speech-language pathologist had acquired at least one full school year's experience in supervising paraprofessional speech-language pathology staff serving individuals of school age prior to January 1, 2003.

   (Source: Amended at 38 Ill. Reg. _______, effective ______________)

Section 1.770 Standards for Special Education Personnel
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Individuals who provide special education services shall meet the requirements set forth in Subpart I of 23 Ill. Adm. Code 226, (Special Education) and Subpart B of 23 Ill. Adm. Code 25 (Educator Licensure).

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.780 Standards for Teachers in Bilingual Education Programs

a) No individual shall be assigned as a bilingual education teacher in prekindergarten, kindergarten or any of grades Grades 1-12 unless he or she:

1) holds a valid professional educator license endorsed certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for bilingual education that is specific to the language of instruction, issued pursuant to Section 1.781 of this Part; or

2) holds a valid educator license with stipulations endorsed for transitional bilingual educator certificate specific to the language of instruction, issued pursuant to 23 Ill. Adm. Code 25.90; or

3) holds a valid educator license with stipulations endorsed for visiting international educator and Visiting International Teaching Certificate that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i); or

4) was employed in a State-approved bilingual education program prior to September 1, 1985 and continues to hold a valid professional educator license endorsed certificate that is valid for the grade level or levels of the students to be served.

b) No individual shall be assigned as a teacher of English as a Second Language (ESL) in prekindergarten, kindergarten or any of grades Grades 1-6 unless he or she:

1) holds a valid professional educator license endorsed certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for ESL or English as a New Language (ENL), issued pursuant to Section 1.782 of this Part; or

2) holds a valid professional educator license endorsed certificate that is valid for the grade levels of the students to be served and an endorsement or
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statement of approval for bilingual education or ENL with a language designation; or

3) holds a valid educator license with stipulations endorsed for a transitional bilingual educator certificate issued pursuant to 23 Ill. Adm. Code 25.90; or

4) holds a valid educator license with stipulations endorsed for visiting international educator and a Visiting International Teaching Certificate that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i); or

5) was employed in an approved bilingual education program prior to September 1, 1985, and continues to hold a valid professional educator license endorsed certificate that is valid for the grade level or levels of the students to be served.

c) No individual shall be assigned as a teacher of English as a Second Language in any of grades 7-12 unless he or she:

1) holds a valid professional educator license endorsed certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for ESL or ENL, issued pursuant to Section 1.782 of this Part; or

2) holds a valid educator license with stipulations endorsed for visiting international educator and a Visiting International Teaching Certificate that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).

d) Additional requirements for teachers in grades 5 through 8 serving students with home languages other than English shall be as set forth in Section 1.720 of this Part.

e) Additional requirements for teachers in State-supported early childhood programs serving students with home languages other than English shall be as set forth in 23 Ill. Adm. Code 228.

(Source: Amended at 38 Ill. Reg. _______, effective ____________)
Section 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12

a) Bilingual education teachers employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role and have exchanged that certificate for the appropriate educator license (see 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange)).

b) On September 1, 1985 and thereafter, bilingual education teachers in State-approved bilingual education programs must:

1) Possess a valid educator license with stipulations endorsed for transitional bilingual educator or a Transitional Bilingual Certificate issued in accordance with 23 Ill. Adm. Code 25.90; or

2) Possess a valid professional educator license endorsed for bilingual education Illinois teacher certificate and either an endorsement or a statement of approval issued by the State Board of Education when evidence is presented demonstrating that the following requirements have been met:

   A) Verification of reading, writing, grammar skills, and speaking proficiency in the non-English language for which the endorsement or approval is sought (either graduating from an institution where the non-English language was the medium of instruction or through passage of the test of language proficiency in that language); and

   B) 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months teaching experience in a bilingual education program:

   i) Foundations of bilingual education,

   ii) Assessment of the bilingual student,

   iii) Methods and materials for teaching limited English learners (ELs) proficient (LEP) students in bilingual programs,
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iv) Methods and materials for teaching English as a Second Language, and

v) Cross-cultural studies for teaching ELs LEP students.

3) Hold a valid educator license with stipulations endorsed for visiting international educator and a Visiting International Teaching Certificate that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12

a) Bilingual teachers currently presently teaching English as a Second Language and employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role and have exchanged that certificate for the appropriate educator license (see 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange)).

b) On September 1, 1985 and thereafter, teachers of English as a Second Language in State-approved bilingual education programs must:

1) Possess a valid professional educator license endorsed for special K-12 certificate endorsed and for teaching English as a Second Language, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25 (Certification); or

2) Possess a valid professional educator license endorsed for English as a Second Language Illinois teaching certificate and either an endorsement or a statement of approval issued by the State Board of Education when evidence is presented of having completed 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months experience teaching English as a Second Language:

A) Linguistics (including English and non-English phonology and syntax);
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B) Theoretical foundations of teaching English as a Second Language;

C) Assessment of the bilingual student;

D) Methods and materials for teaching English as a Second Language; and

E) Cross-cultural studies for teaching LEP students; or

3) Hold an educator license with stipulations endorsed for visiting international educator a Visiting International Teaching Certificate that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.783 Requirements for Administrators of Bilingual Education Programs

Beginning July 1, 2014, no individual shall be assigned to administer a bilingual education program with 200 or more students unless he or she is licensed certified in accordance with Section 1.705(m) of this Part and meets the requirements of either subsection (a) or (b) of this Section, as applicable. Individuals assigned to administer a bilingual education program with fewer than 200 students shall meet the requirements of 23 Ill. Adm. Code 228.35(d)(2) or (3), as applicable.

a) Transitional Bilingual Education

1) A person designated to administer a transitional bilingual education program shall:

A) hold the bilingual education approval or endorsement issued pursuant to Section 1.781 of this Part; or

B) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part, with a language designation; or

C) present evidence of having completed 18 semester hours distributed among the following:

i) Foundations of bilingual education,
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ii) Assessment of the bilingual student,

iii) Methods and materials for teaching ELs limited English proficient (LEP) students in bilingual programs,

iv) Methods and materials for teaching English as a Second Language, and

v) Cross-cultural studies for teaching ELs LEP students.

2) Either linguistics (including English and non-English phonology and syntax) or bilingualism and reading shall be required in instances in which the distribution of coursework among each of the five areas in subsection (a)(1)(C) of this Section does not total 18 semester hours.

b) Transitional Program of Instruction

A person designated to administer a transitional program of instruction shall:

1) hold the bilingual education approval or endorsement issued pursuant to Section 1.781 of this Part; or

2) hold the English as a second language approval or endorsement issued pursuant to Section 1.782 of this Part; or

3) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part; or

4) present evidence of having completed the coursework enumerated in subsection (a)(1)(C) of this Section, subject to the provision of subsection (a)(2).

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 1.790 Substitute Teacher

a) A person may only substituting for any member of the professional staff should have the qualifications required of the staff member for whom that individual is substituting.
To serve as a substitute teacher, a person shall hold a valid substitute teaching license issued pursuant to certificate as specified in Section 21B-20(3) 21-9 of the School Code [105 ILCS 5/21B-20(3) 21-9]. Any individual who holds a valid and active Illinois educator license indicative of completion of at least a bachelor’s degree may serve as a substitute teacher without having to also hold the substitute teaching license.

A teacher holding a substitute teaching license teacher certificate may teach only in the place of a licensed certified teacher who is under contract with the employing board. (See Section 21B-20(3) of the School Code.)

In accordance with Section 21B-20(3) of the School Code, there is no limit on the number of days that a substitute teacher may teach except that:

1) A person who holds only a substitute teaching license may teach for no longer than a period not to exceed 90 paid school days for any one licensed teacher who is under contract with the school district or 450 paid hours in any one school term. Where such teaching is partly on a daily and partly on an hourly basis, a school day shall be considered as five hours (Section 21-9 of the School Code).

2) A person who holds a professional educator license endorsed for a teaching field may teach for no longer than 120 paid school days for any one licensed teacher who is under contract with the school district.

A school district may employ a substitute teacher to fill a position when there is no licensed teacher under contract with the school district only in an emergency situation, as defined in Section 21B-20(3) of the School Code. Any substitute teacher hired under this subsection (d) shall work no more than 30 calendar days per each vacant position.

Substitute teachers who hold a substitute certificate or a certificate for grades other than the class being taught may teach only when a teacher certified for the grade is not available (Section 21-9 of the School Code).

(Source: Amended at 38 Ill. Reg. _______, effective ____________)

Section 1.APPENDIX D State Goals for Learning
The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The State Assessment and the Illinois Kindergarten Individual Development Survey are designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

**ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards/english-language-arts-standards). No later amendments to or editions of these standards are incorporated by this Section.

**MATHEMATICS**

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards/mathematics). No later amendments to or editions of these standards are incorporated by this Section.

**SCIENCE**

The science goals and standards set forth below shall be applicable through the 2015-16 school year. Beginning in the 2016-17 school year, there are no State Goals for Learning in this area and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at [http://www.nextgenscience.org/](http://www.nextgenscience.org/). No later amendments to or editions of these standards are incorporated by this Section.

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:
Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

State Goal 14: Understand political systems, with an emphasis on the United States.
Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

Understand the development of United States political ideas and traditions. (NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:
Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

- Locate, describe and explain places, regions and features on the Earth.

- Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

- Understand relationships between geographic factors and society.

- Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

- Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

- Understand the roles and interactions of individuals and groups in society.

- Understand how social systems form and develop over time. (NOTE: Not applicable to kindergarten.)

PHYSICAL DEVELOPMENT AND HEALTH
State Goal 19: Acquire movement and motor skills and understand concepts necessary needed to engage in moderate to vigorous health-enhancing physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and individual and team sports, creative movement patterns and leisure and work-related activities.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop team-building skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.


Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.
Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families and communities.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual, family and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

State Goal 25: Know the language of the arts.
Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

(Source: Amended at 38 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
       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 this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
None of these sets of proposed amendments relates 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. Part 23, however, does relate to highly prepared and effective educators, as updates are being made to the national standards for various endorsements that are incorporated by reference into the rules.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Parts 22, 23, 28 and 29.

Background
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.

The proposed amendments were published in the Illinois Register November 8, 2013, to elicit public comment; two comments were received, one addressing Part 23 and one addressing Part 28. A summary and analysis of the comments, along with any recommendations for changes in the proposed amendments as a result, is attached.
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 adopts 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 of Special Educators (23 Illinois Administrative Code 28), and
Standards for Administrative Certification (23 Illinois Administrative Code 29).

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

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

23 Ill. Adm. Code 23 (Standards for the School Service Personnel Certificate) and
28 (Standards for Certification of Special Educators)

Comment

A group of directors of university programs for school psychology asked that numerous subsections of Section 23.130 (Standards for the School Psychologist) be modified to reflect more accurately the 2010 version of the "Model for Comprehensive and Integrated School Psychological Services", published by the National Association of School Psychologists. The directors included with their request the specific changes they believed would be needed in Section 23.130 in order to reflect the updated national standards.

Analysis

The purpose of the current rulemaking was to make the changes necessary to align the terminology used in Part 23 to the new licensure system. In addition, staff took the opportunity to update the specific national standards referenced in the rules' provisions so that the most recent versions available are incorporated. As such, Section 23.130(j)(2)(A) now requires school psychologists in Illinois to practice "in full accordance with the 'Principles for Professional Ethics' expressed in the 'Model for Comprehensive and Integrated School Psychological Services' (2010)".

While the rules do require alignment of the national standards supported by the directors, the state-developed standards set forth in Section 23.130 are not as specific or complete as the newly revised national standards. Staff should consider updates to the state-developed standards to better reflect the national standards to which school psychologists in Illinois will be held; however, any such changes in state standards should be subject to review and scrutiny by those affected by the standards. For this reason, no changes will be made at this time. Should staff determine that modifications to the state standards are necessary, those modifications will be proposed in a separate rulemaking to allow for public comment.

Recommendation

No changes are recommended in response to this comment.

Comment

An organization representing children with disabilities pointed out that the proposed changes in terminology in Part 28, while technical in nature, nonetheless will result in reducing the rigor of the qualifications one must possess in order to receive the Learning Behavior Specialist II (LBS II) endorsement. The commenter noted that to qualify for receipt of an LBS II endorsement under the previous certification system, an individual was required to hold either a standard or master certificate, neither of which would be the first certificate a candidate could have received under that system. By limiting receipt of the LBS II endorsement to more experienced and knowledgeable educators, she said, the endorsement reflects "an advanced level of expertise and practice in a particular area of special education". Additionally, a candidate was to hold an LBS I endorsement before seeking the LBS II credential, she noted.
The commenter asked that additional language be placed in Section 28.300 to clarify that individuals seeking the LBS II endorsement must first hold the LBS I endorsement and must have either a master's degree or a specified amount of teaching experience as a special educator.

Analysis

The commenter's points are well-taken; however, Part 28 does not address the requirements for receipt of the LBS II endorsement and placement in that Part of the changes requested would be inappropriate. Part 28 only sets forth the standards to which preparation programs and educator licensure assessments must align and by extension, candidates must meet. Part 25 (Educator Licensure) sets forth the specific requirements for receipt of both educator licenses and of the endorsements that may be placed on those licenses. As such, Part 25 currently includes requirements for the receipt of both the LBS I and LBS II endorsements.

Specifically, Section 25.43 (Standards for Licensure of Special Educators) does state that an individual must hold a professional educator license with an LBS I endorsement in order to qualify for an LBS II endorsement. The use of the term "professional educator license" in Section 25.43(e), however, does not acknowledge either the prior experience or the advanced study that was required for the previously issued standard or master certificate. Under the previous certification system, a teacher received a standard certificate only after completion of four full years of teaching and completion of additional professional development or coursework. Likewise, a master certificate was issued to individuals who received National Board for Professional Teaching Standards certification, an extensive process that involves creation of a portfolio of classroom practice that includes samples of student work and video recordings of instruction, as well as passage of a content knowledge assessment.

The revision to 25.43(e) in June 2013 that changed "standard or master certificate only" to "professional educator license" could now allow a novice teacher to qualify for the LBS II endorsement if he or she had completed the endorsement's preparation program and passed the applicable content-area test. Staff did not anticipate this consequence as a result of updating the terminology. In the near future, staff will be assessing special education licensure generally and will re-examine Section 25.43(e) to determine the changes that may be necessary to preserve the integrity of the LBS II credential.

Recommendation

No changes are recommended in response to this comment.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 22
CODE OF ETHICS FOR ILLINOIS EDUCATORS

Section 22.10 Purpose and Applicability
22.20 Code of Ethics

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 34 Ill. Reg. 17427, effective October 28, 2010; amended at 38 Ill. Reg. _____, effective ____________.

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];

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
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3) are enrolled in an Illinois preservice educator education 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 24 of the School Code to suspend, sanction or revoke an educator's license certificate.

(Source: Amended at 38 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 38 Ill. Reg. _____, effective _____________)
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NOTICE OF ADOPTED 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 38 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 of the School Code [105 ILCS 5/21B-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, 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.

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.
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:
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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.

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.
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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.
B) is able to organize and present prevention programs for students, staff, parents, and community members, as appropriate.

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.
C) interprets and accurately uses the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation.

D) accurately selects and interprets assessment tools based on reliability and validity when appropriate.

E) interprets assessments accurately with understanding of diversity and its implications.

F) uses and applies appropriate technology in assessment.

n) Research and Program Evaluation

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.
C) 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:
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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.
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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].
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.
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.
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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:
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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 38 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.
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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 Nursing 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.

e) 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.
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 educated 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.
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 certificated 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.
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 certified 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:
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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 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:
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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 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.
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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, certificated 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.
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.
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
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.
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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 38 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.
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.
I) uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.

J) uses technological resources to access, manage, and disseminate information to enhance the consultation process.

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.
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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 as interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
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.
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.
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.
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.
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:
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), 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_PlacePracticeMo
del.pdf. No 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.
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 38 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, and 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:
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,
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.
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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.
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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.
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.
K) collaborates with community agencies to increase access to services and resources.

h) Diversity

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:


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.
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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.
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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 38 Ill. Reg. ______, effective ____________)
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]. 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:
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;
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B) the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities;

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;
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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 or 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;
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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 paraprofessionals, 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:
   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
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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;
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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, 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 and available at http://www.cec.sped.org/~media/Files/Standards/News%20and%20Reports/Redbook%202009.pdf. (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.
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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 38 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 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;
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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 frustration 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;

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:
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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 career and technical 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.

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.
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 38 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 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;
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D) the development of secondary senses (hearing, touch, taste, and smell) when the primary sense is impaired;

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;
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B) specialized terminology used in assessing students with visual impairments, both as it relates to the visual system and in areas of importance;

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,
   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.
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 or 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 or peer tutors who work with students with visual impairments; and
   D) uses communication styles that are appropriate for students with visual impairments.
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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.

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 38 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;

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 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.

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, published by the U.S. Department of Education's Office of Civil Rights, and available at http://www2.ed.gov/about/offices/list/ocr/docs/hq9806.html; no later amendments to or editions of this guidance are incorporated by this rule) for students who are deaf or hard of hearing.

2) Performance – The competent teacher of students who are deaf or hard of hearing:
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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:
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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
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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:
   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 38 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 service 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.
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 ILCS 5] (405 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 in Speech-Language Pathology"
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2) Performance – The competent speech-language pathologist:
   
   A) plans activities for the prevention of communication disorders;
   
   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.

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 in Speech-Language Pathology".
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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;
   
   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;
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D) follows school policies and procedures; and

E) promotes and maintains a high level of competence in the practice of the profession.

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 38 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;

D) 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

E) 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;

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 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 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;
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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

F) ethical and legal considerations inherent in behavior management.

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:
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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 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;

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;

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.

1) 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;
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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 38 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.
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:

A) matches skills and interests of the student to skills and demands required by vocational or employment settings, community residential situation, and other community participation options;

B) interprets results of career and vocational assessment for individuals, families, and professionals;

C) in collaboration with individuals with disabilities and agencies, designs, implements, and uses program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' post-school outcomes; and

D) uses a variety of formal and informal career, transition, and vocational assessment procedures.

d) 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:
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A) job-seeking and job retention skills identified by employers as essential for successful employment;

B) career and technical vocational 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;

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 38 Ill. Reg. ______, effective ____________)

Section 28.320 Standards for the LBS II/Technology Specialist
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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;
   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.

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 38 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:
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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, paraprofessional educators paraeducators para professionals, 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;
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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.

i) 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 38 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;

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) tactually 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;

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;

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:

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.

i) 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 38 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

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;

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 paraprofessionals 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:

   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;
   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 38 Ill. Reg. _____, effective _____________)
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 29
STANDARDS FOR ADMINISTRATIVE ENDORSEMENTS CERTIFICATION

Section
29.10 Purpose and Effective Dates
29.100 Illinois Professional School Leader Standards
29.110 Chief School Business Official
29.120 General Administrative Endorsement (Through August 31, 2014)
29.130 Superintendent
29.140 Director of Special Education
29.150 New Credential Required – Directors and Assistant Directors of Special Education (Repealed)

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


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 endorsed in any field covered by this Part shall be based on the relevant standards set forth herein.

(Source: Amended at 38 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.
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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.

e) 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.

1) Knowledge Indicator—The administrator has knowledge and understanding of:
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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.
H) 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.
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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.
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.

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 38 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.
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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.
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
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.
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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.
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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.
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.
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.
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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 38 Ill. Reg. ______, effective _____________)
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
        Robert Wolfe, Chief Financial Officer

Agenda Topic: Fiscal Year 2014 Targeted Initiative Grants: North Lawndale Eagles
(through Chicago PSD 299)

Materials: None

Staff Contact(s): Robert Wolfe, Chief Financial Officer

Purpose of Agenda Item
The Budget and Fiscal Management Division seeks Board authorization to award a $10,000
grant to Chicago Public School District 299 for the North Lawndale Eagles youth football team.
The team plays in an elementary school sports league located in the Westside neighborhoods
of Chicago (including North Lawndale, Austin, East and West Garfield, and West Humboldt) and
has been recommended by the Chair of the House Appropriations-Elementary and Secondary
Education Committee to receive funding to purchase equipment and support expenses related
to sports banquets. This program targets primarily male youth in at-risk populations in grades 5
through 8 in schools in the North Lawndale community with strategies in the form of team
building, conflict resolution, anger management and decision-making activities.

Relationship to/Implications for the State Board’s Strategic Plan
The activities of the North Lawndale Eagles youth football program report a link to the following
Agency goal:

GOAL 1: Every student will demonstrate academic achievement and be prepared for success
after high school.

The program describes regular review of participants’ school report cards to track academic
performance. Parent meetings are used to discuss personnel interactive observations and
assessments of participants’ performance in group interaction and behavior, as well as
response to instruction and direction.

Expected Outcome(s) of Agenda Item
The Board is being asked to authorize the State Superintendent to award a grant to Chicago
Public School District 299 for the North Lawndale Eagles youth football team. This grant will be
for the period beginning December 10, 2013, through June 30, 2014, with permission given to
the State Superintendent to extend expenditure availability of the grant for a period not to
exceed two years, if needed, to complete grant activities as provided in Section five of the
Illinois Grant Funds Recovery Act [30 ILCS 705-5]. The total cost of the grant is $10,000.

Background Information
In May 2013, the Illinois General Assembly included an allocation of $350,000 from the General
Revenue Fund for various targeted initiatives. In September 2013, the Chair of the House
Appropriations-Elementary and Secondary Education Committee provided a list of the intended
recipients of the targeted initiative funds, as well as the allocation of the funds. At its September
meeting, the Board approved a motion to send applications to the intended grantees, with the applications subject to review and final approval by the Board. This is the second of the applications to be presented to the Board.

The youth football program offers youth sports development to at-risk Chicago Public Schools students in Westside neighborhoods. Overall, program participants are involved with 35 different Chicago public schools, as well as several community-based organizations.

The grant application indicated that the program participants have shown improvement in the following areas:

- Increased attendance at school;
- Improved academic performance; and
- Decreased incidents of conflict with other students and within families due to improved anger management skills and self-discipline.

In addition to regular meetings with parents, the program also provides transportation to participating youth. The Sports Banquet and Ceremony honors outstanding parents and both team and individual sports accomplishments. Activities are facilitated in the Douglas Park Field House and Collins High School Field.

**Goals and Measures**
The coaches and team leadership have set achievement objectives for this program:

- To serve 70 to 100 youth participants each sports season, as well as promoting support from parents and the local community.
- Participants will maintain good grades and strive for improved academic performance.
- Participants are expected to show improved anger management skills and increased self-discipline as part of positive behavioral changes in the classroom.
- Participants will maintain and, where needed, show improved attendance at school.

At the end of the grant period, Chicago Public School District 299 will have agreed-upon procedures performed by an independent Certified Public Accountant licensed in Illinois to verify that spending was in accordance with the grant agreement.

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

**Policy Implications:** This project supports at-risk students and families by providing caring and committed adult role models, as well as feedback and reassurance. Increased parental involvement and participation are also encouraged.

**Budget Implications:** Funding for this grant was allocated from the General Revenue Fund by the General Assembly for fiscal year 2014.

**Legislative Action:** None required.

**Communication:** The grant recipient will be notified of the Board’s approval.

**Pros and Cons of Various Actions**
Approval of this grant will allow for the activities of the proposed project to proceed, which include purchasing sports equipment and supporting costs related to end-of-season and end-of-
year awards banquets. If this grant is not approved, the $10,000 allocation will not be expended.

Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to award a grant to Chicago Public School District 299 for the North Lawndale Eagles youth football team for an initial period beginning December 10, 2013, through June 30, 2014, with permission given to the State Superintendent to extend expenditure availability of the grant for a period not to exceed two years, if needed, to complete grant activities as provided in Section five of the Illinois Grant Funds Recovery Act [30 ILCS 705/5], in the amount of $10,000.

Next Steps
Upon Board authorization, Agency staff will notify Chicago Public School District 299 of the approval of the award and will execute an agreement in accordance with Board approval.
TO: Illinois State Board of Education

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


Materials: Not applicable

Staff Contact(s): Jason Helfer and Kellee Sullivan

Purpose of Agenda Item
Educator Licensure requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement renewal with Illinois State University for $298,000 which will increase the total to $1,678,726 to support teachers seeking National Board for Professional Teaching Standards certification.

Relationship to/Implications for the State Board’s Strategic Plan
This contract directly relates to
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 the Board will authorize the State Superintendent to renew the intergovernmental agreement with Illinois State University so they may continue to administer the Illinois National Board Professional Preparation and Support System.

Background Information
The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan, non-governmental organization that was created in 1987 to provide voluntary national certification of teachers who meet rigorous, advanced standards through a series of performance-based assessments. This national accreditation process was developed in response to two high-profile reports prepared during the mid-1980s that focused on the necessity for education reforms, including improving teaching as a profession.

In January 1995, three of the first 86 National Board-certified teachers were from Illinois. Since that time, the number of Illinois teachers who are National Board Certified Teachers (NBCTs) has grown to 5,842 out of 106,000 nationwide, and Illinois is ranked sixth in the nation for its total number of NBCTs. In 2008, the number of specialized National Board (NB) certification areas increased to 35 with the addition of school counseling. Currently there are 73 National Board Certified school counselors in Illinois.

The increase in Illinois’ number of NBCTs is due in part to the support systems created by the Illinois General Assembly through the Illinois Teaching Excellence Program (ITEP) and other
supportive initiatives sponsored by the Illinois State Board of Education (ISBE). Since 1998, Illinois has used federal and state funds to promote interest and participation in the NBPTS certification program and support professional development for mentoring of classroom teachers throughout the state by NBCTs. In addition, state and federal funds have supported teachers and school counselors applying for National Board candidacy by paying all or a portion of their NB candidacy fees.

Public Act 097-0607 changed how funding was to be used for National Board supports. Under the new law, if a separate line item is appropriated to support funding for National Board, the first priority is to pay the application fee for up to 750 teachers or school counselors in a poverty or low-performing school. If enough money is available to support priority two, an additional 250 teachers from any school district could be supported to complete this process. This legislative change was made to focus on the process of going through the assessment as a professional development opportunity for teachers. To support this legislation, the Agency uses federal Title II funding to support the recruitment and support of teachers applying for National Board certification.

Illinois State University has managed the Illinois National Board for Professional Teaching Standards program since FY06. They have partnered with Illinois' National Board Certified Teachers (NBCTs), ROEs/ISCs, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties. NBCTs conduct summits to share procedures, materials, professional opportunities, training schedules, and opportunities to create plans to recruit and support candidates particularly in targeted schools and counties. The regional coordinators, hired by the director of the NBRC, identify schools with 50% or more students who receive free or reduced-price lunch, and schools in counties with no NBCTs. They solicit NBCTs throughout the state and arrange awareness presentations to teachers in targeted schools and provide presentations to teachers in counties with no NBCTs. Additional awareness presentations are arranged with NBCTs beyond the targeted schools. The NBCT Coordinators arrange assessment support and application support for new candidates. Take One! mentor facilitators support and train NBCT Teacher Leaders working with Take One! candidates in their own schools and also arrange training for NBCTs to mentor training.

Financial Background
On July 30, 2010, the Illinois State Board of Education entered into an intergovernmental agreement with Illinois State University to recruit and support Illinois National Board for Professional Teaching Standards candidates.1 The ISBE last bid an RFSP and held a bidder’s conference in 2006-2007.

This request is to renew the agreement to extend the end date of the intergovernmental agreement through June 30, 2015, and to request an additional amount of funding for Fiscal Year 2015 of $298,000. This amendment would bring the total amount of funding to $1,678,726. The funding will come from Teacher Quality – Title II Funds. No state funds have ever funded this contract.

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1ISBE submitted an RFSP and held a bidder’s conference in 2006-2007. The initial contract period began no sooner than July 1, 2006, and extended no later than June 30, 2007 with the possibility of additional funding through June 30, 2010. ISU and IKAN (Iroquois and Kankakee ROE) were the initial contractors. On June 30, 2010 IKANs contract expired and ISBE entered into the IGA with ISU.
The financial background of this intergovernmental agreement is illustrated in the table below:

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<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
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<td>$1,678,726</td>
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**Business Enterprise Program (BEP)**
Intergovernmental agreements are exempt from the agency’s BEP goal because each state agency and university are subject to its own BEP goal.

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

Policy Implications: Approval of the contract renewal with the National Board Resource Center at Illinois State University will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

Budget Implications: Funding for the Illinois National Board Initiative is dependent upon federal money and if the State provides a line item to support educators applying for National Board.

Legislative Action: None required.

Communication: None required.

**Pros and Cons of Various Actions**

Pros: See Policy Implications

Cons: See Budget Implications

**Superintendent’s Recommendation**
I recommend that the following motion be adopted at the January Board Meeting:

The State Board hereby authorizes the State Superintendent to renew the contract through June 30, 2015 for an additional $298,000 with Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The total contract will not exceed $1,678,726.

**Next Steps**
Upon Board authorization, Agency staff will commence the process of renewing the contract in accordance with the approved motion.
TO: Illinois State Board of Education

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

Agenda Topic: Tomorrow's Builders YouthBuild Charter School

Materials: Attachment A (Recommendation of the State Superintendent)

Staff Contact(s): Jennifer Saba, Charter Schools

Purpose of Agenda Item
The Charter Schools Division requests the Board to authorize the State Superintendent to withhold certification and order the District to close Tomorrow's Builders YouthBuild Charter School ("TBYBCS" or the "Charter School") at the end of the 2013-2014 school year.

Relationship to/Implications for the State Board's Strategic Plan
By withholding certification and ordering closure of the Charter School at the end of the 2013-2014 school year, the State Board will be advancing each of its three goals. Over the last several years and in its recertification application, the Charter School has failed to establish how it will meet any of these goals. Accordingly, it is in the best interest of any current or future Charter School students that the Tomorrow's Builders YouthBuild Charter School's recertification proposal be denied and that the school be closed.

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 withhold certification and order the District to close the Charter School at the end of the 2013-2014 school year.

Background Information
Please see Attachment A (Recommendation of the State Superintendent).

Financial Background
This section is inapplicable.

Business Enterprise Program (BEP)
This section is inapplicable.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Should the State Board decide to deny recertification and close the Charter School, the State Board will be advancing the policies behind the three goals in its Strategic Plan.
Budget Implications: None
Legislative Action: None
Communication: Should the State Board decide to deny recertification and close the Charter School, the State Board should communicate this decision to the District 189 School Board, the Charter School, the St. Clair County Regional Office of Education, and the Emerson Park Development Corporation.

Pros and Cons of Various Actions
Pros: The students at the Charter School will have the opportunity to enroll at another school or program within the district. ISBE and the District are working together to develop a transition plan for each student enrolled at TBYBCS that meets the unique needs of the student. The following programs will be considered as new placements for students: the East St. Louis High 9th Grade Center and East St. Louis Senior High School; the SIU-E East St. Louis Charter High School; the St. Clair County Regional Office Safe School (for suspension-eligible and expulsion-eligible students); and the Juvenile Transition Center (for male students with an eligible disability). For the upcoming school year, the District will consider expanding enrollment at the SIU-E East St. Louis Charter High School; and, if provided additional state resources, could also restart a District-run alternative education program at the East St. Louis High 9th Grade Center. Going forward, the District would like to issue an RFP for an alternative education provider (including but not limited to alternative charter operators).

For the vast majority of students currently enrolled at TBYBCS, the East St. Louis Senior High School will likely be the most appropriate placement. As outlined more fully in the attached memorandum, State accountability data suggests that students will have a greater likelihood of success in this placement.

Cons: There will be a temporary displacement of currently-enrolled TBYBCS students, but this will occur at the end of the school year and we will continue to work with the District to ensure that students have adequate supports before and during their transition into other East St. Louis schools and programs.

Superintendent's Recommendation
I recommend that the following motion be adopted: Tomorrow's Builders YouthBuild Charter School's renewal proposal is not in compliance with Article 27A of the School Code and therefore its recertification is denied. Further, District 189 is directed to close the Charter School at the end of the 2013-2014 school year because the school is no longer certified to operate.

The State Board of Education hereby authorizes the State Superintendent to withhold certification of Tomorrow's Builders YouthBuild Charter School and orders District 189 to close the Charter School at the end of 2013-2014 school year.

Next Steps
Upon Board authorization, Agency staff will communicate this decision to the District 189 School Board, the Charter School, the St. Clair County Regional Office of Education, and the Emerson Park Development Corporation.
In accordance with the Illinois Charter Schools Law, P.A. 89-450, as amended, 105 ILCS 5/27A-1 et seq. (effective April 10, 1996) (hereinafter, the “Charter Law”), this matter comes before the Illinois State Board of Education (“ISBE”) upon request for certification of the Tomorrow’s Builders YouthBuild Charter School (“TBYBCS” or the “Charter School”), a charter public school located in East St. Louis School District 189 (the “District”).

TBYBCS began operations in fall 2002, pursuant to a five-year charter agreement between Emerson Park Development Corporation (“Emerson Park”), the not-for-profit entity that operates the Charter School, and the East St. Louis School District No. 189 Board of Education (the “District Board”). Since that time, the District Board has twice renewed the Charter School for terms of three years and two years, respectively. The most recent renewal term expired on June 30, 2013. In its decision to renew the Charter School for a fourth term, the District Board cited various deficiencies and issues of noncompliance sufficient to justify nonrenewal, but opted instead for a “conditional” one year renewal to allow the Charter School additional time to correct these issues.

Pursuant to Section 27A-6(e) of the Charter Law, no renewal of a previously certified charter agreement shall be effective unless and until ISBE certifies that the agreement is consistent with all provisions of the Charter Law. [105 ILCS 5/27A-6(e).] ISBE staff has completed a careful review of the renewal agreement and proposal for the Charter School and recommends that the ISBE Board withhold certification and order the District to close the Charter School at the end of the 2013-2014 school year. This recommendation is based on the following findings:
2. The Charter School has not complied with teacher certification requirements applicable to all charter public schools.
3. The Charter School has failed to maintain accurate records of student attendance and to accurately report enrollment.
4. The Charter School has not articulated a viable educational plan to drive successful student outcomes.
5. Despite intensive technical assistance from the state, the Charter School’s history of significant noncompliance with special education law is likely to continue.
6. The Charter School has failed to meet or make reasonable progress toward the performance standards and requirements established by its charter agreement with the District.

II. Factual Background

District Intervention

1. Under Section 2-3.25f of the Illinois School Code, the State Board has the authority to take aggressive actions to promote stability and improve student achievement in chronically-failing school districts, up to and including removing the school board members or dissolution of the district. [105 ILCS 5/2-3.25f.]
2. In 2009-2010, the District entered Academic Watch Status Year 4 due to consistent failure to make Adequate Yearly Progress (AYP).
3. In April 2011, the ISBE Board authorized State Superintendent Christopher A. Koch (the “State Superintendent”), to pursue an intergovernmental agreement with the District to institute additional oversight by ISBE for District planning and operations; and, should the District refuse to enter into such an agreement, authorized the State Superintendent to take all actions available under applicable law and/or intervene in the District to help address the serious academic, financial, and operational challenges faced by the District.
4. In June 2011, ISBE and the District entered into an Intergovernmental Cooperative Agreement as authorized by the ISBE Board. In its oversight capacity, ISBE appointed a liaison to the District (the “Liaison”) with authority to review and approve or deny any
proposed personnel, contracting, or budgetary decisions of the District. In the event of a
contested matter, the Liaison was authorized to refer the matter directly to the State
Superintendent for a determination and/or action on behalf of the District.

5. In April 2012, ISBE sent the District a Notice of Termination of Intergovernmental
Cooperative Agreement.

6. In June 2012, the ISBE Board authorized the State Superintendent to move under Sections 2-
3.25f and 3-14.28 of the School Code to remove the members of the District Board and to
appoint an Independent Authority to govern the District in its place.

7. Subsequently, the District Board (and certain members in their individual capacities) sued the
State Superintendent, the ISBE Board and its members, and the Regional Superintendent of
Schools, and received a restraining order to prevent their removal.

8. In May 2013, the parties settled the litigation by entering into a binding Consent Decree that
like its predecessor Intergovernmental Cooperative Agreement gives ISBE broad control
over personnel, contracting, policy, curriculum, and other decisions for the District.

9. The Consent Decree defines contract decisions to include charter school contracts.

10. While ISBE is responsible for evaluating compliance with the Charter Law and certifying all
charters in the state, ISBE’s more formal oversight role in the District makes it imperative for
ISBE to ensure that charter schools operating in the District are in compliance with the law.

**TBYBCS History**

1. In fall 2002, Emerson Park received an initial 5-year charter for TBYBCS from the District.

2. On June 10, 2007, Board members voted unanimously to renew the Charter School for a
second term subject to ten conditions identified by the District’s then superintendent,
Dr. Theresa Saunders:
   i. The Charter School would accept a three-year renewal term: SY2008 through
      SY2010;
   ii. The Charter School would accept a per pupil funding rate of 75 percent of the
       District’s per capita tuition charge;
   iii. Enrollment at the Charter School would be capped at 150;
iv. Students at the Charter School would each receive the state-required 300 instructional minutes per school day.

v. The Charter School would accept Title I funds and meet Adequate Yearly Progress (“AYP”) standards for assessment and achievement;

vi. The Charter School would remain located at 1405 State Street, East St. Louis, IL, 62202;

vii. The Charter School would provide the District with evidence of title to its facility;

viii. The Charter School would adopt a Freedom of Information Act policy consistent with Illinois law;

ix. The District would continue to control special education services at the Charter School; and

x. The District would not provide “blanket approval” of any grants pursued by the Charter School.


4. Because the Parties were unable to reach an agreement on renewal terms, the Charter School operated during the 2010-2011 school year without an executed charter agreement.

5. On January 24, 2011, Board members voted unanimously to deny the Charter School’s renewal proposal.

6. Under the Charter Law in effect in January 2011, the Charter School had the right to appeal the District’s nonrenewal decision to ISBE. On February 18, 2011, ISBE received the TBYBCS appeal and began to process it in accordance with statutory timelines.

7. On April 15, 2011, the State Superintendent, then ISBE General Counsel Darren Reisberg, and other ISBE staff visited the Charter School.

8. On June 8, 2011, ISBE attorneys held a conference call with Lee Triefenbach, the District’s interim superintendent; Greg Moats, appointed by ISBE as a liaison between the Agency and the District; and Garrett Hoerner, the District’s legal counsel. Pursuant to ISBE’s authority under the 2011 Intergovernmental Cooperative Agreement, ISBE staff ordered the District to reverse itself and to approve the Charter School for a two-year renewal term, conditioned on: (i) the Charter School’s moving to a new facility; and (ii) the District handling all special education services at the Charter School.
9. With substantial ISBE involvement, Emerson Park and the District Board executed a charter agreement on August 15, 2011, for school years 2011-12 and 2012-13, and a separate Accountability Plan. Because ISBE negotiated the renewal terms, no separate ISBE certification was issued.

10. The Accountability Plan sets clear performance targets in six (6) different compliance categories: pupil performance; fiscal management; facilities; professional climate; legal compliance; and charter compliance.

11. On February 18, 2013, the District voted to renew the Charter School for one additional year (SY2014).

12. Under Section 6(e) of the Charter Law [105 ILCS 5/27A-6(e)], the State Board is required to certify that any renewal of a previously certified charter agreement is consistent with all provisions of the Charter Law before the renewal may go into effect.

13. This matter is now before the State Board for certification.

III. Discussion

In reviewing a local school board’s decision to approve a charter school, the State Board must determine whether the proposal is in compliance with the Charter Law, including the fifteen (15) requirements listed in Section 27A-7(a). [105 ILCS 5/27A-7(a).] After completing its review, the State Board must either certify compliance or recommend that the proposed contract be modified for consistency with the Charter Law before it may take effect. If the agreement is resubmitted in a form that is not consistent with the Charter Law, the State Board may refuse to certify the agreement. [See 105 ILCS 5/27A-6(d) thru (e).] It follows that if a charter school proposal has so many deficiencies that it cannot be cured through routine technical assistance and resubmission, the State Board may refuse to certify. Here, the Charter School has a history of operational dysfunction and poor student outcomes; and rather than advance any discernible remediation plan, its renewal proposal appears to maintain the status quo. The likelihood of harm to students caused by allowing the Charter School to continue operating is so great that the State Board should deny recertification and order that the District close the Charter School at the end of the 2013-2014 school year.
A. THE CHARTER SCHOOL FACES IMMINENT INSOLVENCY.

Section 27A-7(a)(9) of the Charter Law requires “evidence that the terms of the charter as proposed are economically sound for both the charter school and the school district” prior to certification. [105 ILCS 5/27A-7(a)(9).] A proposal to establish a new charter school must include a proposed budget for the term of the charter [105 ILCS 5/27A-7(a)(9)], while a renewal proposal must include “a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of those costs to other schools or other comparable organizations[.]” [105 ILCS 5/27A-9(b)(2).] Because charter schools receive public funds, each charter school must also have an annual, independent audit conducted by a qualified auditing or accounting firm, and must file its audit and Form 990 with the State Board by no later than December 1 of the fiscal year. [105 ILCS 5/27A-5(f).]

Since the primary mechanism for funding charter schools is “tuition”—a per pupil amount paid by the local school district that approximates the district’s per pupil expenditures—charter schools must attract and retain a certain number of students to remain viable. When analyzing the solvency of a charter school, therefore, the State Board relies heavily on trends in the local district’s per pupil expenditures as well as the charter school’s enrollment to predict future growth or losses for the school. Like all financial forecasts, anticipating the future financial health of a charter school is inherently uncertain. Notwithstanding, a long operating history (as with TBYBCS) translates to greater accuracy in assumptions and ultimately greater forecast accuracy.

TBYBCS has struggled financially for its last two charter terms. As reflected in its audited financial statements, the Charter School had deficit spending in four of the last five fiscal years, reaching a high of $(165,280) in fiscal year (FY) 2012. While the Charter School was able to maintain a small positive fund balance of $24,384 going into FY2013, this financial resource will soon be depleted without a significant infusion of new revenue, either through increased enrollment, increased tuition, or both.

To demonstrate how it will achieve a balanced budget, TBYBCS projects that its enrollment will be 120 in 2013-2014, and that enrollment will increase by 20 students each year until reaching capacity at 200 students in 2017-18. Enrollment trends, however, belie these
optimistic projections. Fall Housing reports show a dramatic three-year decline in student enrollment: from 123 students in school year 2010-2011, to 80 students in 2011-12, to only 63 students in school year 2012-13. Estimated student enrollment for the 2014 school year is 98, which is 22 students less than the Charter School’s projected student enrollment of 120.

Even if the Charter School somehow reaches its enrollment goal for SY2014 and holds enrollment steady for the next five years, the Charter School will still experience a negative end fund balance beginning in FY2015, which by FY2018 will result in a cumulative deficit of $(485,947). The greater likelihood, however, is that the Charter School will continue losing students and will receive less tuition for students it has enrolled as District 189 continues its efforts to balance its budget. This will accelerate and magnify the inevitable insolvency of the Charter School. In short, the terms of the Charter School are not financially sound, in violation of Section 27A-7(a)(9) of the Charter Law. [105 ILCS 5/27A-7(a)(9).] On this basis alone, the Charter School should not be certified for another term and the District should be ordered to close it at the end of this school year.

B. TBYBCS HAS NOT COMPLIED WITH TEACHER CERTIFICATION REQUIREMENTS APPLICABLE TO ALL CHARTER PUBLIC SCHOOLS.

Under Section 27A-10(c-10) of the Charter Law, at least 75 percent of teachers employed by a charter school must hold a teaching license. As a charter school established prior to 2009, this requirement went into effect for TBYBCS beginning in the 2012-2013 school year. [See 105 ILCS 5/27A-10(c-10).]

The Charter School has high teacher turnover, which complicates ISBE’s determination of compliance with the licensure requirement. Notwithstanding, it appears clear that the Charter School is not currently in compliance. In a form collected by ISBE for purposes of compiling the Biennial Charter School Report, the Charter School reported seven (7) total FTE instructional personnel for the 2012-2013 school year, but left blank the question of how many of these FTE instructors maintained an Illinois teaching license.

At present, the Charter School’s home webpage, www.tybcso.org/District, lists five teachers responsible for the following 18 courses: World History; U.S. History; Federal and State Constitutions; Biology; Chemistry; Earth Science; Ecology; Algebra I and II; Trigonometry; Geometry; Driver’s Education; Credit Recovery/IT Department; English I, II, III, and IV; and
Creative Writing. Of these five individuals, only three individuals—the teacher responsible for the social sciences and driver’s education courses; the teacher responsible for the English courses; and the teacher responsible for the Credit Recovery Program—appear to be appropriately licensed for their placements. As to the other two individuals:

- The teacher responsible for the math courses is licensed only to teach History, World History, U.S. History, and Psychology; and
- The teacher responsible for the science courses holds only a special education teaching license.

The District also reports that a physical education teacher not listed on the Charter School’s home webpage does not hold a valid Illinois teaching license. In sum, only 3 of the 6 teachers at the Charter School—50 percent—are appropriately licensed, in clear violation of Section 27A-10(c-10) of the Charter Law. Although Charter Schools may legally employ individuals in administrative positions who are not licensed, it is worth noting that the current principal of the Charter School, James McKay, likewise has no administrative license and does not appear to have any background in public education prior to his employment at the Charter School.

C. THE CHARTER SCHOOL HAS FAILED TO MAINTAIN ACCURATE RECORDS OF STUDENT ATTENDANCE AND TO ACCURATELY REPORT ENROLLMENT.

Although both traditional public and charter public schools are publicly-funded, there is a significant difference in how their funding is calculated. Specifically, while the state funds local school districts based on Average Daily Attendance (“ADA”), charter schools must be paid based on enrollment. The General State Aid calculation for any school district that has authorized a charter school includes the attendance of students enrolled in the charter, which in part offsets the tuition payments the district makes to the charter school based on its enrollment. If enrollment is overstated or attendance is inaccurately or underreported, the financial impact of the charter school on the local school district is compounded. This is so because the district will be paying for students not actually enrolled, and/or not receiving its full General State Aid entitlement because attendance has not been properly recorded. For this reason, it is absolutely critical that charter schools accurately report enrollment and maintain accurate records of student attendance.
Consistent with that, Section 27A-11(a) of the Charter Law requires each charter school to: (i) determine the school district of residence for each pupil enrolled in the charter school; (ii) report the aggregate number of pupils resident of a school district who are enrolled in the charter school to the school district of residence; and (iii) maintain accurate records of daily attendance, sufficient to file General State Aid claims. [See 105 ILCS 5/27A-11(a).] TBYBCS has not complied with these basic clerical requirements. Instead, the District had observed and documented numerous errors, omissions, and anomalies in the Charter School’s attendance and enrollment reports, including but not limited to the following:

- The District collaborated with both of its charter schools to develop a short rubric for evaluating charter school operations, and conducts weekly walkthroughs of its charter schools using this rubric for evaluative purposes. Attendance is one indicator evaluated. In many such weekly walkthroughs of the Charter School, District personnel have observed far fewer students in attendance than reported as enrolled. For example, in December 2012, the Charter School reported 101 students as enrolled for purposes of its quarterly payment. Lawrence Tourujigian, the District’s Data Manager, was only able to verify the enrollment of 56 students in Skyward. And, at the December 6, 2012, site visit, evaluators observed only 39 students in attendance, evidence that the Charter School retains students on its enrollment roster who should be removed under the District’s enrollment policies (removal after 10 consecutive days of no show/no communication).

- The Charter School’s reported attendance regularly drops in the afternoon on weekly walkthrough days, evidence that students are coached to come to school only for purposes of the weekly walkthrough and permitted to leave shortly thereafter.

- There is a persistent mismatch between the Charter School’s reported enrollment and the number of students recorded in Skyward (the District’s online administration system) as either present or absent on a given day. For example, in the last full week of January 2012, the Charter School had reported a student enrollment of 81 students (a drop of 11 students from the Charter School’s reported enrollment in the first week of January 2012: 92 students). However, in its January 30, 2012, Skyward entry, the Charter School recorded just 41 students enrolled in Skyward; of this 41, only 10 students had a full day schedule and 1 student had a partial (half-day) schedule, leaving 30 students unaccounted
for. Of this subset of 11 students where attendance could be checked, only 5 students were marked present in school for that day.

- In the District’s examination of enrollment reports submitted by the Charter School for its SY2014 first and second quarterly payments, the District identified multiple anomalies, including but not limited to: students known to have dropped from the program, students living out of district, incomplete and varying enrollment forms, and students who had aged out of or had already completed a high school program.

The Charter School attempts to justify these deficiencies by pointing out that the School serves a large population of at-risk students, including students experiencing homelessness; thus, they argue, enrollment is fluid and attendance is difficult to maintain. This argument is without merit. Student demographics may provide context for the Charter School’s chronic high truancy and mobility rates (and corollary low attendance rate), but the fault for any noncompliant reporting lies squarely with the Charter School and its failure to implement and follow appropriate administrative systems and processes.

D. THE CHARTER SCHOOL HAS NOT ARTICULATED A VIABLE EDUCATIONAL PLAN TO DRIVE SUCCESSFUL STUDENT OUTCOMES.

Charter schools have flexibility from certain state and local rules in exchange for a higher degree of accountability for school performance. To receive certification, a charter proposal must articulate a clear plan for how it will use flexibilities available under Charter Law to implement programs and actions that improve student learning. Under Section 27A-7(a) of the Charter Law, the specific areas of academic capacity that must be addressed in any proposal include the goals, objectives and pupil performance standards to be achieved by the charter school; the educational program; the plan for evaluating pupil performance; and procedures for taking corrective action in the event that pupil performance standards are not met. [105 ILCS 5/27A-7(a)(5), 27a-7(a)(7), (8).] Any proposal to renew the charter of a charter school must include “a report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, and other terms of the initial approved charter proposal[.]” [105 ILCS 5/27A-9(b)(1).]

The Charter School’s most recent renewal proposal did not contain a report on its progress toward meeting the terms of its last renewal, as required by Section 27A-9(b)(1) of the
Charter Law. [105 ILCS 5/27A-9(b)(1).] While this is a technical violation of the law, of far greater concern is the Charter School’s failure to articulate a viable educational plan to drive successful student outcomes.

Since opening in Fall 2002, the Charter School has never had more than 14.3 percent of students meet state standards in reading, a proficiency rate the Charter School attained in school year 2013, the most recent tested year. The Charter School has never had a student exceed state standards in reading, and has never had a student meet or exceed state standards in math or science. Based on these outcomes, staff in ISBE’s Center for Performance ranks TBYBCS as the lowest-performing Illinois public school of 2013.

All metrics and accountability measures for student engagement, such as attendance, mobility, chronic truancy, dropout rates and graduation rates, paint an equally bleak picture and suggest that the District—itself chronically underperforming—does a better job educating East St. Louis students than the Charter School. In school year 2013, the Charter School’s attendance rate was 83 percent (compared to the District’s rate of 92 percent); mobility rate was 179.8 percent (compared to the District’s rate of 23.1 percent); chronic truancy rate was 100 percent (compared to the District’s rate of 66 percent); dropout rate was 130.2 percent (compared to the District’s rate of 7.3 percent); 4-year graduation rate was 11.5 percent (compared to the District’s rate of 65.4 percent); and 5-year graduation rate was 40.9 percent (compared to the District’s rate of 67.2 percent). The Charter School fails on even the most basic AYP benchmark: participation rate in standards-based assessments. In school year 2013, only 73.9 percent of students at the Charter School in grade 11 were tested in reading and math, while the percentage of students tested in these subjects across the District was 98.5 percent.

It is important to note that when Emerson Park (the not-for-profit that holds the charter) chose the charter school model, it accepted with it the state accountability system and the requirements of that system. That said, ISBE is acutely aware of the shortcomings of the state’s current accountability system, especially as it applies to a school like TBYBCS that self-identifies as a “vocational/technical careers charter high school” and targets and serves former dropouts and students at risk for dropping out. If one accepts, however, that standards-based assessments and the notion of Adequate Yearly Progress provide some insight into school performance, then it is clear that students have no greater chance of success (and are perhaps more likely to fail) when they elect to enroll in the Charter School over a traditional public
school or an alternative placement. While the Charter School asserts that 100 percent of its students have been unsuccessful in other educational programs, the District disputes this, and finds that most or all TBYBCS students could be successful in a comprehensive high school program.

More importantly, despite the Charter School’s mission and vision, ISBE sees no evidence in its renewal proposal of unique and/or research-based interventions for at-risk students; and minimal quantifiable achievement goals such as skill growth, credit gains, and retention that are unique to the Charter School and appropriate to its student population. It is, therefore, clear that TBYBCS does not have the capacity to act as an alternative education provider in the East St. Louis community.

As one of the poorest-performing public schools in Illinois since its opening in 2002, a renewal proposal for TBYBCS that includes no discernible remediation plan and instead maintains the status quo violates the requirement of the Charter Law that any charter proposal articulate a viable educational plan to drive successful student outcomes.

E. DESPITE INTENSIVE TECHNICAL ASSISTANCE FROM THE STATE, THE CHARTER SCHOOL’S HISTORY OF SIGNIFICANT NONCOMPLIANCE WITH SPECIAL EDUCATION LAW IS LIKELY TO CONTINUE.

Charter schools in Illinois are required to comply with all state and federal laws, rules and regulations relating to students with disabilities. Depending on the authorizer type, the structure of enforcement may be different: a charter school that has been authorized by a local school board is considered as a school of the district over which that district exercises jurisdiction, while a school that has been authorized by the state is considered as a local education authority in its own right. [23 Ill. Admin. Code 226.60.] Within this scheme, TBYBCS is a school of the District; however, this does not relieve the Charter School of its affirmative and ongoing duty to offer a continuum of services to students with disabilities and to be an invested partner with the District on IDEA compliance.

District 189 has documented multiple examples of IDEA noncompliance by the Charter School. For example, at the December 5, 2012, site visit, evaluators found that the Charter School maintained no records of IEPs for any student enrolled at the School. The School was not able to identify which students had disabilities and had made no attempt to find out which students had disabilities based upon existing data and feedback from the District. Based on these
findings, the District imposed a corrective action plan, which was reportedly not adhered to by the Charter School.

Likewise, at the prior year December site visit, Director Forby reported that the Charter School did not actively identify students with disabilities, and also that many students declined special education services in order to remain at the Charter School (seemingly contradictory statements). She blamed a poor working relationship with the District and a lack of resources, respectively, for these violations.

To ensure that charter schools understand the special education laws and develop a thoughtful plan for implementation, ISBE has developed a rubric that identifies all areas of compliance and asks charter schools and development teams to document (i) what actions the school will take to remain in compliance; and (ii) the individuals at the charter school and the school district responsible for implementation. ISBE requires that new charter schools and charter schools up for renewal complete this rubric as a condition of certification. Consistent with this longstanding practice, and to stem ongoing noncompliance by TBYBCS, the Charter School was asked to complete the rubric as part of its 2013 renewal application. ISBE evaluators noted major deficiencies with the Charter School’s initial submission, including but not limited to the following:

- The responses had in part been simply cut-and-pasted directly from regulations ISBE had provided on the form for reference; this made it clear to ISBE evaluators that the Charter School had not carefully reflected on its actual practices, in the context of its available resources and relationship with the District;
- Despite its reliance on references on the form, many of the Charter School’s responses mischaracterized aspects of federal law, and state rules and regulations regarding the delivery of special education services to students; and
- The Charter School had not provided sufficient information regarding the personnel (title and/or name) who would ensure implementation of the services for the requirements listed in the application. Alternatively, the personnel listed were not sufficient or sufficiently qualified to ensure implementation of the services for the requirements listed in the application. Given the Charter School’s history of noncompliance with special education laws and its contentious relationship with the District, this deficiency was considered more seriously than it might be with other applications.
Due to the major deficiencies in the Charter School’s submission, ISBE offered the Charter School onsite technical assistance to walk through the rubric requirements and develop an approvable application. Between May and August 2013, ISBE communicated and met with the Charter School and the District to develop an approvable application. On multiple occasions throughout the ISBE intervention, the Division Supervisor for the Department of Special Education and an ISBE principal education consultant had to intervene to ensure appropriate participation from the Charter School. Examples of the Charter School’s inappropriate participation include:

- Delegating administrative responsibility for participating in an onsite technical assistance work group to a Charter School employee who lacked the necessary qualifications and leadership;
- Failing to timely provide data during the technical assistance meetings when such data was required to complete the application;
- Delaying the completion of the application in order to question the validity of information provided by ISBE and the intent of the technical assistance; and
- Requiring multiple verbal and written reminders to complete work necessary in order to complete the application.

With the intensive guidance and supervision of the Division Supervisor for ISBE’s Division of Special Education Services and the ISBE principal education consultant, the parties developed a minimally approvable application. Notwithstanding, because of the Charter School’s chronic history of failing to meet the needs of students with disabilities and its deficient participation in ISBE’s most recent technical assistance efforts, staff is not confident that the Charter School will satisfactorily execute the responses outlined in the application in order to remain in compliance.

F. THE CHARTER SCHOOL HAS FAILED TO MEET OR MAKE REASONABLE PROGRESS TOWARD THE PERFORMANCE STANDARDS AND REQUIREMENTS ESTABLISHED BY ITS CHARTER AGREEMENT WITH THE DISTRICT.

Each charter school’s charter—or contract—establishes the framework within which the school operates and provides public support for the school for a specified period of time. Many
charter contracts incorporate a separate accountability plan to clearly articulate expectations and the metrics the authorizer will use to evaluate school-wide progress.

At each formal site visit conducted by the District during the last term, the evaluation review team observed and documented examples of noncompliance with either or both the Charter Agreement and the Accountability Plan. For example, at the May 22, 2012, site visit, evaluators asked the Charter School to describe its plan for professional development. While the Charter School explained that staff is expected to attend professional development activities throughout the year, it did not indicate what opportunities are made available (either through the Charter School or the District) and did not produce any professional development plan or evidence of past staff participation, as required by Section 1(c) of the Accountability Plan (Education Elements). Likewise, State Board staff found that the Charter School was not in good standing with the Secretary of State’s Office, in violation of Sections 3(F) of the Accountability Plan (Charter Compliance) and 5(d) of the Charter Agreement (Corporate Status). Finally, the evaluation review team was unable to conduct classroom visits, because students were reportedly on a field trip for the entire last week of school. This made it impossible for evaluators to fully review the Charter School’s operations, practices and performance, as required by the Accountability Plan.

The District’s most recent site visit occurred on October 10, 2013. In a memorandum submitted to Emerson Park Executive Director Vickie Forby on October 30, 2013, the District identified the following areas of concern:

- Discrepancies between the Charter School’s master course schedule maintained in the District’s electronic database system and a paper copy of the schedule distributed at the site visit;
- A master course schedule under which some students would not receive the minimum number of instructional minutes;
- Discrepancies between paper lesson plans and what evaluators observed being taught in the classroom;
- Incomplete and outdated personnel information; and
- No professional development records.

The Charter School’s failure to appropriately administer assessments is another area of recurring noncompliance. The Charter School’s Accountability Plan requires that all students
take the state-mandated Prairie State Achievement Examination (“PSAE”) or alternative assessment (Section 1(b)(i), Accountability Requirements), and that the Charter School participate fully in the EXPLORE and PLAN tests. The Charter School’s PSAE participation rate does not even approach NCLB targets, as previously addressed; and in SY2013 the Charter School failed to administer EXPLORE and PLAN within the District’s timelines, alleging that the tests had been accidentally discarded.

Indeed, each District compilation of findings and observations with respect to TBYBCS is replete with evidence of noncompliance with the Charter Agreement and applicable state and federal law, ranging from issues that ISBE would classify as minor or technical violations (e.g., submission of a renewal proposal one month later than required by the Charter Agreement) to major violations that pose an imminent threat to the health, safety and well-being of students (e.g., failure to provide timely immunization data to the District for state reporting; course offerings that do not meet the state minimum requirements for high school graduation; school personnel without background checks on file; etc.). While the District Board voted to extend its charter agreement with TBYBCS for one year to allow the Charter School “the opportunity to address compliance,” the State Board finds that after two conditional renewals with the same objectives, further attempts at remediation would be futile. Therefore, recertification should be denied.

For all of the above reasons, I find that the Charter School proposal is not in compliance with Article 27A, and recommend that the Board withhold certification and order the District to close the Charter School at the end of the 2013-2014 school year.

Christopher A. Koch, State Superintendent

Date
### FY 2015 Budget Request

**January 23, 2014**

#### GENERAL FUNDS

<table>
<thead>
<tr>
<th>General State Aid</th>
<th>FY 14 Board Recommendation</th>
<th>FY 14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
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<td>$6,119</td>
<td>$6,119</td>
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### Comparison of FY 2015 Budget Request to FY14 Board Recommendation

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<tr>
<th>Program Area</th>
<th>FY14 Board Recommendation</th>
<th>ISBE Appropriation</th>
<th>FY15 Budget Request</th>
<th>$ Increase</th>
<th>% Increase</th>
<th>$ Increase</th>
<th>% Increase</th>
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<td></td>
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<td>(Decrease)</td>
<td>(Decrease)</td>
<td>(Decrease)</td>
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<td>College and Career Readiness</td>
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<tr>
<td>Subtotal, Regional Offices of Education</td>
<td>16,670.0</td>
<td>0.0</td>
<td>0.0</td>
<td>(16,670.0)</td>
<td>-100.0%</td>
<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>Targeted Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>250.0</td>
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<td>100.0</td>
<td>(150.0)</td>
<td>-60.0%</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>846.6</td>
<td>30.0</td>
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<td>30.0</td>
<td>3.7%</td>
</tr>
<tr>
<td>Community and Residential Services Authority</td>
<td>592.3</td>
<td>592.3</td>
<td>592.3</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
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<tr>
<td>Materials Center for the Visually Impaired</td>
<td>1,421.1</td>
<td>1,421.1</td>
<td>1,421.1</td>
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<tr>
<td>Phillip J. Rock Center and School</td>
<td>3,577.8</td>
<td>3,577.8</td>
<td>3,577.8</td>
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<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Subtotal, Targeted Special Education</td>
<td>6,657.8</td>
<td>6,507.8</td>
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<td>(120.0)</td>
<td>-1.8%</td>
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</tr>
<tr>
<td>Educator Quality and Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Board Certification</td>
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<td>0.0</td>
<td>0.0%</td>
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<td>Teach for America</td>
<td>1,975.0</td>
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<td>Diversified Educator Recruitment</td>
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<td>0.0</td>
<td>700.0</td>
<td>700.0</td>
<td>NA</td>
<td>700.0</td>
<td>NA</td>
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<tr>
<td>Teacher Instructional Support</td>
<td>0.0</td>
<td>0.0</td>
<td>10,000.0</td>
<td>10,000.0</td>
<td>NA</td>
<td>10,000.0</td>
<td>NA</td>
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<tr>
<td>Performance Evaluations</td>
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<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Principal Mentoring Program</td>
<td>900.0</td>
<td>0.0</td>
<td>1,000.0</td>
<td>100.0</td>
<td>11.1%</td>
<td>1,000.0</td>
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<tr>
<td>Teacher and Administrator Mentoring Program</td>
<td>5,000.0</td>
<td>0.0</td>
<td>5,000.0</td>
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<td>0.0%</td>
<td>5,000.0</td>
<td>0.0%</td>
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<tr>
<td>Subtotal, Educator Quality and Support</td>
<td>9,075.0</td>
<td>2,000.0</td>
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<td>892.5%</td>
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<tr>
<td>Other Statewide District Categorical Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>District Consolidation Costs</td>
<td>3,950.0</td>
<td>2,500.0</td>
<td>3,970.0</td>
<td>20.0</td>
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<td>1,470.0</td>
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<td>Financial Oversight /School Management Assistance</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
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<tr>
<td>East St. Louis District 189</td>
<td>0.0</td>
<td>3,000.0</td>
<td>8,390.0</td>
<td>8,390.0</td>
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<td>North Chicago CUSD 187</td>
<td>0.0</td>
<td>4,700.0</td>
<td>4,700.0</td>
<td>0.0</td>
<td>NA</td>
<td>4,700.0</td>
<td>NA</td>
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<tr>
<td>Emergency Relief for School Districts</td>
<td>0.0</td>
<td>5,000.0</td>
<td>5,000.0</td>
<td>0.0</td>
<td>NA</td>
<td>5,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>Regional Consolidation Incentive Fund</td>
<td>0.0</td>
<td>10,000.0</td>
<td>10,000.0</td>
<td>0.0</td>
<td>NA</td>
<td>10,000.0</td>
<td>NA</td>
</tr>
<tr>
<td>School District Emergency Financial Assistance Fund Deposit</td>
<td>13,640.0</td>
<td>1,500.0</td>
<td>0.0</td>
<td>(13,640.0)</td>
<td>-100.0%</td>
<td>(1,500.0)</td>
<td>-100.0%</td>
</tr>
<tr>
<td>Temporary Relocation Expenses Revolving Grant Fund Deposit</td>
<td>0.0</td>
<td>350.0</td>
<td>350.0</td>
<td>0.0</td>
<td>NA</td>
<td>350.0</td>
<td>NA</td>
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<tr>
<td>Subtotal, Other Statewide District Categorical Assistance</td>
<td>17,590.0</td>
<td>7,000.0</td>
<td>32,410.0</td>
<td>14,820.0</td>
<td>84.3%</td>
<td>25,410.0</td>
<td>363.0%</td>
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</table>
### Student Health and Safety Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Learning/Regional Safe Schools</td>
<td>9,341.9</td>
<td>6,300.0</td>
<td>16,682.0</td>
</tr>
<tr>
<td>Homeless Education</td>
<td>3,000.0</td>
<td>0.0</td>
<td>3,000.0</td>
</tr>
<tr>
<td>Truant Alternative and Optional Education</td>
<td>12,000.0</td>
<td>11,500.0</td>
<td>18,070.0</td>
</tr>
<tr>
<td>School Security Grant Program</td>
<td>20,000.0</td>
<td>0.0</td>
<td>(20,000.0)</td>
</tr>
<tr>
<td><strong>Subtotal, Health &amp; Safety Initiatives before lump sums</strong></td>
<td><strong>44,341.9</strong></td>
<td><strong>17,800.0</strong></td>
<td><strong>37,752.0</strong></td>
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<tr>
<td>Educator Investigations/Hearings–Lump Sum</td>
<td>184.0</td>
<td>184.0</td>
<td>184.0</td>
</tr>
<tr>
<td><strong>Subtotal, Student Health and Safety Initiatives</strong></td>
<td><strong>44,525.9</strong></td>
<td><strong>17,984.0</strong></td>
<td><strong>37,936.0</strong></td>
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</table>

### Miscellaneous

<table>
<thead>
<tr>
<th>Initiative</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Matters</td>
<td>0.0</td>
<td>2,000.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Targeted Initiatives</td>
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<td>350.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Illinois Coalition for Immigrant and Refugee Rights</td>
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<td><strong>Subtotal, Miscellaneous</strong></td>
<td><strong>222.6</strong></td>
<td><strong>3,572.6</strong></td>
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</table>

### SUBTOTAL GRANTS without GSA/MCATS

<table>
<thead>
<tr>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>598,627.0</td>
<td>471,652.9</td>
<td>618,604.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19,977.7</td>
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<tr>
<td>TOTAL - GRANTS</td>
<td></td>
<td>146,951.8</td>
</tr>
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<td>31.2%</td>
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### ADMINISTRATION --GENERAL FUNDS

<table>
<thead>
<tr>
<th>Category</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>16,036.3</td>
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<td>16,036.3</td>
</tr>
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<td>Retirement Pick-Up</td>
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<tr>
<td>Retirement</td>
<td>200.0</td>
<td>0.0</td>
<td>(200.0)</td>
</tr>
<tr>
<td>Social Security/Medicare</td>
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<td>517.6</td>
</tr>
<tr>
<td><strong>Sub-Total Personal Services and Benefits</strong></td>
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<td><strong>16,945.7</strong></td>
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<tr>
<td>Contractual</td>
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</tr>
<tr>
<td>Travel</td>
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<td>0.0</td>
<td>300.0</td>
</tr>
<tr>
<td>Commodities</td>
<td>71.3</td>
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<tr>
<td>Printing</td>
<td>64.7</td>
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<td>64.7</td>
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<tr>
<td>Equipment</td>
<td>132.2</td>
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<td>132.2</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>450.0</td>
<td>0.0</td>
<td>450.0</td>
</tr>
<tr>
<td>Operation of Automotive Equipment</td>
<td>23.8</td>
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<td>23.8</td>
</tr>
<tr>
<td><strong>Subtotal, Operations</strong></td>
<td><strong>23,987.7</strong></td>
<td><strong>0.0</strong></td>
<td><strong>23,987.7</strong></td>
</tr>
<tr>
<td>GRF Administrative Lump Sum</td>
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<td>23,180.9</td>
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</tr>
<tr>
<td>Strategic Plan</td>
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<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Subtotal, Lump Sums</strong></td>
<td><strong>23,987.7</strong></td>
<td><strong>23,180.9</strong></td>
<td><strong>23,180.9</strong></td>
</tr>
</tbody>
</table>

### TOTAL - ADMINISTRATION AND LUMP SUMS

<table>
<thead>
<tr>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>23,987.7</td>
<td>23,180.9</td>
<td>23,180.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(200.0)</td>
</tr>
<tr>
<td>TOTAL - ADMINISTRATION AND LUMP SUMS</td>
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<td>606.8</td>
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### GENERAL FUNDS TOTAL

<table>
<thead>
<tr>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,415,083.8</td>
<td>6,686,960.4</td>
<td>7,770,843.0</td>
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<tr>
<td></td>
<td></td>
<td>355,759.2</td>
</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td>1,083,862.6</td>
</tr>
<tr>
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<td>16.2%</td>
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</table>
### OTHER STATE FUNDS

#### ADMINISTRATION—OTHER STATE FUNDS

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</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>
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<td>0.0%</td>
<td>0.0</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>
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<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Ordinary &amp; Contingent Expenses - Teacher Certificate Fees</td>
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<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>Ordinary &amp; Contingent Expenses - School Infrastructure Fund</td>
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<td>600.0</td>
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<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Lump Sums</strong></td>
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<td><strong>14,824.1</strong></td>
<td><strong>14,824.1</strong></td>
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<td><strong>0.0%</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></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>
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<td><strong>0.0%</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></td>
</tr>
</tbody>
</table>

#### GRANTS--OTHER STATE FUNDS

<table>
<thead>
<tr>
<th>Description</th>
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<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Rescue Fund</td>
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<td>200.0</td>
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<td>0.0%</td>
</tr>
<tr>
<td>Charter Schools Revolving Loan Fund</td>
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<td>20.0</td>
<td>20.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Drivers Education Fund</td>
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<td>15,000.0</td>
<td>15,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Downstate Transit Improvement Fund - Agriculture Education</td>
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<td>0.0</td>
<td>NA</td>
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<td>Personal Property Replacement Tax Fund - ROE Salaries</td>
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<td>12,650.0</td>
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<td>Personal Property Replacement Tax Fund - ROE Services</td>
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<td>4,950.0</td>
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<tr>
<td>Personal Property Replacement Tax Fund - Bus Driver Training</td>
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<td>70.0</td>
<td>70.0</td>
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</tr>
<tr>
<td>School District Emergency Financial Assistance Fund</td>
<td>14,640.0</td>
<td>16,140.0</td>
<td>1,500.0</td>
<td>(13,140.0)</td>
<td>-89.8%</td>
<td>(14,640.0)</td>
<td>-90.7%</td>
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<tr>
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<td>5,000.0</td>
<td>5,000.0</td>
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<td>0.0%</td>
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<tr>
<td>State Board of Education Special Purpose Trust Fund</td>
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<td>8,484.8</td>
<td>8,484.8</td>
<td>8,484.8</td>
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<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Temporary Relocation Expenses Revolving Grant Fund</td>
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<td>1,400.0</td>
<td>1,400.0</td>
<td>1,400.0</td>
<td>0.0%</td>
<td>0.0</td>
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<tr>
<td>State Charter School Commission Fund</td>
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<td>600.0</td>
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<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Grants</strong></td>
<td><strong>45,344.8</strong></td>
<td><strong>62,089.8</strong></td>
<td><strong>49,874.8</strong></td>
<td><strong>4,530.0</strong></td>
<td><strong>10.0%</strong></td>
<td><strong>(12,215.0)</strong></td>
<td><strong>-19.7%</strong></td>
</tr>
<tr>
<td><strong>TOTAL - GRANTS</strong></td>
<td><strong>45,344.8</strong></td>
<td><strong>62,089.8</strong></td>
<td><strong>49,874.8</strong></td>
<td><strong>4,530.0</strong></td>
<td><strong>10.0%</strong></td>
<td><strong>(12,215.0)</strong></td>
<td><strong>-19.7%</strong></td>
</tr>
</tbody>
</table>

#### OTHER STATE FUNDS TOTAL

<table>
<thead>
<tr>
<th>Description</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
<th>Increase (Decrease)</th>
<th>Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60,168.9</td>
<td>76,913.9</td>
<td>64,698.9</td>
<td>4,530.0</td>
<td>7.5%</td>
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</tbody>
</table>
## Comparison of FY 2015 Budget Request to FY14 Board Recommendation to FY14 Appropriation

<table>
<thead>
<tr>
<th></th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY 15 Budget Request</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
<th>$ Increase (Decrease)</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADMINISTRATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Personal Services</td>
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<td>17,897.0</td>
<td>17,897.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Retirement Pick-Up</td>
<td>114.9</td>
<td>114.9</td>
<td>114.9</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Retirement</td>
<td>7,732.7</td>
<td>7,732.7</td>
<td>7,732.7</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Social Security/Medicare</td>
<td>1,259.3</td>
<td>1,259.3</td>
<td>1,259.3</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Group Insurance</td>
<td>5,203.8</td>
<td>5,203.8</td>
<td>5,203.8</td>
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<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Sub-Total Personal Services and Benefits</strong></td>
<td>32,207.7</td>
<td>32,207.7</td>
<td>32,207.7</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
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<tr>
<td>Contractual</td>
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<td>26,525.5</td>
<td>26,525.5</td>
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<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Travel</td>
<td>2,030.0</td>
<td>2,030.0</td>
<td>2,030.0</td>
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<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
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<tr>
<td>Commodities</td>
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<td>410.0</td>
<td>410.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Printing</td>
<td>498.0</td>
<td>498.0</td>
<td>498.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>1,000.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Telecommunications</td>
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<td>459.0</td>
<td>459.0</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Subtotal, Operations</strong></td>
<td>63,130.2</td>
<td>63,130.2</td>
<td>63,130.2</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTAL-- ADMINISTRATION</strong></td>
<td>63,130.2</td>
<td>63,130.2</td>
<td>63,130.2</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| **GRANTS**           |                           |                         |                      |                       |                       |                       |                       |
| **Career and Technical Education** |                   |                         |                      |                       |                       |                       |                       |
| Career and Technical Education - Basic | 55,000.0       | 55,000.0                | 55,000.0             | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |
| **Subtotal, Career and Technical Education** | 55,000.0       | 55,000.0                | 55,000.0             | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |

| **Child Nutrition**  |                           |                         |                      |                       |                       |                       |                       |
| Child Nutrition Programs | 725,000.0    | 725,000.0               | 725,000.0            | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |
| **Subtotal, Child Nutrition** | 725,000.0    | 725,000.0               | 725,000.0            | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |

<p>| <strong>Individuals with Disabilities Act</strong> |                           |                         |                      |                       |                       |                       |                       |
| Individuals with Disabilities Education Act | 700,000.0   | 700,000.0               | 700,000.0            | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |
| Individuals with Disabilities Education Act - Deaf and Blind | 500.0       | 500.0                   | 500.0                | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |
| Individuals with Disabilities Education Act - Preschool | 25,000.0    | 25,000.0                | 25,000.0             | 0.0                   | 0.0%                  | 0.0                   | 0.0%                  |
| Individuals with Disabilities Education Act - State Improvement | 4,350.0    | 4,350.0                 | 4,500.0              | 150.0                 | 3.4%                  | 150.0                 | 3.4%                  |
| <strong>Subtotal, Individuals with Disabilities Act</strong> | 729,850.0   | 729,850.0               | 730,000.0            | 150.0                 | 0.0%                  | 150.0                 | 0.0%                  |</p>
<table>
<thead>
<tr>
<th>NCLB (excluding Assessments)</th>
<th>FY14 Board Recommendation</th>
<th>FY14 ISBE Appropriation</th>
<th>FY15 Budget Request</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>0.0</td>
<td>0.0%</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title I</td>
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<td>930,000.0</td>
<td>940,000.0</td>
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<td>10,000.0</td>
<td>1.1%</td>
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<tr>
<td>NCLB - Title I - ARRA</td>
<td>73,400.0</td>
<td>73,400.0</td>
<td>30,000.0</td>
<td>(43,400.0)</td>
<td>-59.1%</td>
<td>(43,400.0)</td>
<td>-59.1%</td>
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<tr>
<td>NCLB - Title I - Striving Readers</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
<td>NA</td>
</tr>
<tr>
<td>NCLB - Title II - Enhancing Education Through Technology</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>NA</td>
<td>0.0</td>
<td>NA</td>
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<tr>
<td>NCLB - Title II - Enhancing Education Through Technology - ARRA</td>
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<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
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<tr>
<td>NCLB - Title II - Math/Science Partnerships</td>
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<td>14,000.0</td>
<td>14,000.0</td>
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<td>0.0%</td>
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<tr>
<td>NCLB - Title II - Teacher/Principal Training</td>
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<td>157,000.0</td>
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<td>0.0%</td>
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<tr>
<td>NCLB - Title III - Language Acquisition</td>
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<td>45,250.0</td>
<td>45,500.0</td>
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<td>250.0</td>
<td>0.6%</td>
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<tr>
<td>NCLB - Title IV - 21st Century/Community Service Programs</td>
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<td>74,000.0</td>
<td>74,000.0</td>
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<tr>
<td>NCLB - Title V - Charter Schools</td>
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<td>0.0%</td>
</tr>
<tr>
<td>NCLB - Title VI - Rural and Low Income Schools</td>
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<tr>
<td>NCLB - Title X - Homeless Education</td>
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<td>5,000.0</td>
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<tr>
<td><strong>Subtotal, NCLB (excluding Assessments)</strong></td>
<td><strong>1,312,650.0</strong></td>
<td><strong>1,312,650.0</strong></td>
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<td><strong>-2.5%</strong></td>
<td><strong>(33,150.0)</strong></td>
<td><strong>-2.5%</strong></td>
</tr>
<tr>
<td>Assessments</td>
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</tr>
<tr>
<td>Assessments</td>
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<td>23,780.3</td>
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<td>0.0</td>
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<tr>
<td>ONPAR</td>
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</tr>
<tr>
<td><strong>Subtotal, Assessments</strong></td>
<td><strong>23,780.3</strong></td>
<td><strong>23,780.3</strong></td>
<td><strong>23,780.3</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0%</strong></td>
</tr>
<tr>
<td>Other Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congressional Special Projects</td>
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<td>5,000.0</td>
<td>0.0</td>
<td>0.0%</td>
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<tr>
<td>Longitudinal Data System</td>
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<td>5,200.0</td>
<td>5,200.0</td>
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<td>0.0</td>
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<tr>
<td>Longitudinal Data System - ARRA</td>
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<tr>
<td>Early Learning Challenge</td>
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<td>Race to the Top</td>
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<tr>
<td><strong>Subtotal, Other Grants</strong></td>
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<td><strong>98,000.0</strong></td>
<td><strong>98,000.0</strong></td>
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<td><strong>0.0%</strong></td>
</tr>
<tr>
<td><strong>TOTAL - GRANTS</strong></td>
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<td><strong>2,944,280.3</strong></td>
<td><strong>2,911,280.3</strong></td>
<td><strong>(33,000.0)</strong></td>
<td><strong>-1.1%</strong></td>
<td><strong>(33,000.0)</strong></td>
<td><strong>-1.1%</strong></td>
</tr>
<tr>
<td><strong>TOTAL - FEDERAL FUNDS</strong></td>
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<td><strong>3,007,410.5</strong></td>
<td><strong>2,974,410.5</strong></td>
<td><strong>(33,000.0)</strong></td>
<td><strong>-1.1%</strong></td>
<td><strong>(33,000.0)</strong></td>
<td><strong>-1.1%</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
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<td><strong>9,771,304.8</strong></td>
<td><strong>10,809,952.4</strong></td>
<td><strong>327,289.2</strong></td>
<td><strong>3.1%</strong></td>
<td><strong>1,038,647.6</strong></td>
<td><strong>10.6%</strong></td>
</tr>
</tbody>
</table>

A: In FY14, $550,000 of the Agriculture Education program was funded from the Downstate Transit Improvement Fund pursuant to PA 98-034. FY15 funding is proposed entirely from the General Revenue Fund.

B: All ROE expenditures will be funded from the Personal Property Replacement Tax Fund in FY15, pursuant to PA 98-024.