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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER 17, 2014</td>
<td>10:00 a.m. – 12:30 p.m.</td>
<td>Convene Board Retreat</td>
<td>Grizzly Jack’s Grand Bear Resort</td>
</tr>
<tr>
<td></td>
<td>12:30 p.m. – 1:30 p.m.</td>
<td>Lunch</td>
<td>Grizzly Jack’s Grand Bear Resort</td>
</tr>
<tr>
<td></td>
<td>1:30 p.m. – 5:00 p.m.</td>
<td>Reconvene Board Retreat</td>
<td>Grizzly Jack’s Grand Bear Resort</td>
</tr>
<tr>
<td></td>
<td>6:30 p.m.</td>
<td>Dinner</td>
<td>Starved Rock Lodge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2668 East 875th Road</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oglesby, IL 61348</td>
</tr>
<tr>
<td>SEPTEMBER 18, 2014</td>
<td>8:30 – 12:00 p.m.</td>
<td>Convene Plenary Session</td>
<td>Grizzly Jack’s Grand Bear Resort</td>
</tr>
<tr>
<td></td>
<td>*12:00 p.m.</td>
<td>Closed Session (as needed)</td>
<td>Grizzly Jack’s Grand Bear Resort</td>
</tr>
</tbody>
</table>

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

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

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

NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
Wednesday, September 17, 2014
10:00 a.m.

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

II. Legislative Agenda for 2014 Veto Session and 2015 Session pp. 4-6
III. Senate Bill 16 Update and Next Steps pp. 7-40
IV. East St. Louis and North Chicago Oversight Updates pp. 41-49

Lunch

V. Discussion of Board Goals pp. 50-52
VI. NASBE Self-Evaluation and Board Expectations and Responsibilities
VII. Closed Session
VIII. Recess Meeting

Thursday, September 18, 2014
8:30 a.m.

IX. Reconvene/Roll Call – OPEN SESSION
X. Implementation of Standards, Assessment and Accountability

XI. Retreat Debriefing
   A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

XII. Public Participation
    A. Southland College Prep Charter High School Graduation

XIII. Resolutions & Recognition

XIV. Presentations and Updates

XV. Superintendent’s Report – Consent Agenda
   A. *Approval of Minutes
      1. Plenary Minutes: August 20, 2014 pp. 53-57
   B. *Rules for Initial Review
      1. Part 425 (Voluntary Registration and Recognition of Nonpublic Schools): Places in rules the requirement for nonpublic schools to submit proof of non-profit status when registering with the State Board; clarifies that only nonpublic schools supported wholly or in part by public funds shall be required to have students recite the Pledge of Allegiance; amends requirements for school employees to show freedom from tuberculosis to conform to changes in the rules for tuberculosis control (Illinois Department of Public Health); and adds the requirement for recognized nonpublic schools to hold an annual meeting for review of their emergency and crisis response plans, to conform the rules to changes in the School Safety Drill Act [105 ILCS 128]. pp. 58-67
C. *Rules for Adoption

1. Part 25 (Education Licensure): Addresses the transition from the current certificate renewal system to the new license renewal system, which took effect July 1, 2014, including a process to award credit for CPDUs completed before June 30, 2014, and other certain activities before August 31, 2014. Two hundred and thirty-four individuals and organizations submitted public comment, and numerous changes in the proposed rulemaking are being recommended in response to the issues raised. pp. 68-211

2. Part 51 (Dismissal of Tenured Teachers under Article 24 of the School Code and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code): Places in Part 51 the process to approve entities to conduct training specific to performance evaluations for school board members who wish to use an optional alternative evaluative dismissal process to dismiss a tenured teacher. One letter of public comment was received and changes in the proposed rulemaking are recommended in response to the issues raised. pp. 212-221

3. Part 650 (Charter Schools): Lists requirements for biennial reporting by charter school authorizers; sets forth the process for monitoring authorizers and withdrawing their power to authorize in certain circumstances; establishes standards for high-quality charter school authorizing; and states the forms that must be provided when a school board submits reports of approved applications, revisions or renewals to the State Board. Two entities submitted public comment, and numerous changes in the proposed rulemaking are being recommended in response to the issues raised. pp. 222-267

End of Consent Agenda

D. Contracts & Grants Over $1 Million

1. Preschool Expansion Grant pp. 268-1—268-8

E. Fall 2014 Waiver Report pp. 269-1—269-19

F. Qualified Zone Academy Bond Authorization(s) pp. 270-273

G. Appointment of State Charter School Commission Member pp. 274-275

H. Appointment of State Educator Professional Licensure Board Member pp. 276-277

I. Approval of Closed Session Minutes

XVI. Discussion Items

A. Items for Discussion

XVII. Announcements & Reports

A. Superintendent’s/Senior Staff Announcements

B. Chairman’s Report

C. Member Reports

XVIII. Information Items

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

XIX. 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.
TO: Illinois State Board of Education

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

Agenda Topic: 2014 Veto Session and 2015 Legislative Agenda

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

Purpose of Agenda Item
The purpose of the agenda item is for the Board to approve agency action on various legislative initiatives for the spring 2015 legislative session and to provide the Board with a summary of items that may be addressed in the Fall Veto Session.

2014 Veto Session
The General Assembly is currently scheduled to return to Springfield for the Fall Veto Session November 19-21 and December 2-4.

Governmental Relations staff will be monitoring action on bills that the Governor vetoed or amendatorily vetoed over the summer and will continue to pursue legislation to revise the State Board’s ability to intervene in failing school districts.

In the spring of 2014, ISBE introduced HB 5537 (Currie/Steans) to better define the parameters for when ISBE can intervene in failing districts by removing the school board and putting an independent authority in place. The bill passed the House but did not pass the Senate before the end of Session. Governmental Relations staff have been discussing the bill with members of the General Assembly and are hopeful that the legislation can move through the Senate during the fall Veto Session.

This proposal amends Section 3.25(f) of the School Code to clarify ISBE’s authority to intervene in failing school districts. The bill would specifically:

- Define priority districts as those that have a school among the lowest performing 5% in the state based on a 3-year average, have at least one secondary school with an average graduation rate of less than 60% in the last three school years, or have a school receiving a federal School Improvement Grant.
- Require that districts that are identified as priority districts undergo a District Needs Assessment to help determine strengths and weaknesses of the district in the areas of finance, governance, student engagement, instruction practices, climate and community involvement.
- Allow the State Board to require priority districts that have deficiencies in one or more core functions to undergo the accreditation process.
- 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.
- 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 phases school board elections back into the district over 4 years while keeping an IA in place. In this way, local capacity is rebuilt while still under state oversight.
• Identify that an IA will dissolve when the district meets full accreditation.
• Allow only 4 Independent Authorities at any one time in the State.

2015 Spring Session
Over the past several months, the Agency’s Governmental Relations staff has been working with Agency divisions to develop legislative proposals for the spring 2015 legislative session.

Accountability System Revisions: This proposal would amend multiple articles of the School Code that reference the current state accountability system, including provisions requiring ISBE to place districts on academic status based on Annual Yearly Progress (AYP). Pursuant to the terms of Illinois’s waiver from provisions of the No Child Left Behind law, these sections would be replaced with new accountability provisions that will include a calculation of achievement, growth and outcomes, along with a calculation of gaps in achievement, growth and outcomes for our subgroups. The new accountability system would not have punitive consequences for districts but, rather, would allow ISBE to target assistance to districts depending on achievement, growth and outcomes.

Article 21B (Licensure) Revisions: This proposal would amend multiple sections of Article 21B of the School Code to make changes concerning teacher preparation, license fees and educator misconduct.
• Alternative Licensure Programs – Eliminate approval for alternative educator preparation programs by the Board of Higher Education (IBHE). Approval would rest solely with the State Board of Education. This change will expedite the process for program approval. IBHE has agreed to this change.
• Educator Licensure Fees – Expand the allowable use of educator licensure fees for additional programs and activities that support educators. Examples include: diverse educator recruitment programs and supports; support of educator preparation programs as they undergo national accreditation; and, professional development.
• Out of State Educator Reciprocity – The current requirements in 105 ILCS 5/21B-35((a)(3-5) & (b)(4-6) require educators trained outside of Illinois to complete coursework in special education, reading methods, reading in the content area, and instructional methods for English language learners. Whereas in approved educator preparation programs in Illinois it is acceptable to infuse these requirements within a teacher preparation program, the current requirements in 21B-35 create additional requirements on educators prepared outside of Illinois. In order to assist educators who are prepared outside of Illinois, an educator performance assessment should be permitted as an alternative to specific coursework requirements.
• Out of State Principal Reciprocity - Allow teaching experience both in and out of state would qualify an individual for admittance to a principal preparation program. This provision may be addressed through a proposal during veto session that is being pursued by various groups.
- Educator Misconduct – Amend Section 21B-80 of the School Code to include unauthorized videotaping to the list of offenses that would constitute grounds for license revocation.

**Student Teacher Fingerprinting:** This proposal amends three sections of the School Code related to criminal history records information (CHRI) checks for employees, to apply to student teachers: 105 ILCS 5/2-3.25o (student teachers assigned to nonpublic schools seeking recognition from or recognized by ISBE); 105 ILCS 5/10-21.9 (student teachers assigned to public schools); and 105 ILCS 34-85 (student teachers assigned to Chicago Public Schools). The amendment clarifies the process by which student teachers will submit to CHRI checks and how those checks will be handled.

**Obsolete/Duplicative Changes:** 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.

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

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2015 legislative session:

- Accountability System Revisions
- Article 21B (Licensure) Revisions
- Educator Fingerprinting
- Obsolete and Duplicative Changes

**Next Steps**
Staff will move forward with drafting all approved legislative proposals and will proceed with securing sponsors for the spring 2015 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: Senate Bill 16 Update
Materials: Power Point Presentations
Staff Contact(s): Robert Wolfe

Purpose of Agenda Item
To provide the Board with an update on the legislative meetings on Senate Bill 16 and work that is being contemplated by staff regarding amendments.

Relationship to/Implications for the State Board’s Strategic Plan
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
The Board will be informed on the work being completed and be given the opportunity to provide feedback.

Background Information
The House Democrats have and will continue to have a series of meetings regarding Senate Bill 16. There were meetings on June 16, July 18 and August 26. Four additional meetings are scheduled throughout September and October. Various stakeholders have presented testimony regarding their concerns with the engrossed legislation. The issue that is common among stakeholders is adequacy. ISBE staff has had the opportunity to present at two of the three meetings. The first presentation was focused on the changes to the legislation. Those issues were:

- Tax Fairness
- Incenting consolidation
- Incenting Regional High Schools
- Elimination of the Gifted Ed and Career Pathway Weightings
- Reinstate the High Cost Special Education Reimbursement language to eliminate the incentive for Private Placements
- Sunset provision for the $1,000 per pupil loss cap

In the second presentation, staff presented the results of the Senate Bill 16 modeling (attached power point presentation) and provided some examples of tax payer inequities in the current
funding system. Additionally, Jon Furr who was engaged to draft Senate Bill 16 provided an overview of Senate Bill 16 and his power point presentation is attached.

Staff are currently in discussions with staff from the Council of Chief State School Officers for the purpose of securing expert analysis of Senate Bill 16 and obtaining research based guidance on recommended changes and amendments to Senate Bill 16 to ensure that the legislation addresses the five funding principles outlined by the Board.

1. Adequacy—provides a level of funding sufficient for a high quality education.
2. Simplicity—provides districts a predictable, understandable revenue stream that is used to maximize student outcomes.
3. Transparency—is easily accessed and understood by all citizens.
4. Equity—begins with everyone contributing a minimum tax rate and adjusts for student need by weighting the formula to allow for additional resources to address impediments to student achievement.

It is contemplated that the expert analysis would be conducted by Marguerite Roza, Ph.D, who is the Director of the Edunomics Lab at Georgetown University and Senior Research Affiliate at the Center on Reinventing Public Education.

**Next Steps**
Based upon feedback from the Board, staff will continue its work on developing recommended changes to Senate Bill 16 and being a resource for members of the General Assembly in the deliberations regarding Senate Bill 16.
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>Illinois Senate unanimously voted to create an Education Funding Advisory Committee with the recognition that how Illinois funds public education was ripe for review</td>
</tr>
<tr>
<td>February 2014</td>
<td>Bipartisan Committee released its recommendations for a new state education funding system</td>
</tr>
<tr>
<td>April 1, 2014</td>
<td>SB 16 filed, building on this groundwork</td>
</tr>
<tr>
<td>May 27, 2014</td>
<td>Passed Senate: 32 Yeas, 19 Nays, 6 Present</td>
</tr>
</tbody>
</table>
An integrated primary State funding formula accounts for student need and local resources

Simplify how state dollars are distributed...

- Combine all GSA and most categoricals
- Allocate according to a single, transparent, integrated formula

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

- Foundation level set to provide base adequacy
- Weight for need according to student/district characteristics
- All funds means tested against local wealth
- State funding fills the gap to required amount
- Districts can fund more using local tax revenues
The Illinois School Funding Reform Act of 2014 accounts for both student need and local resources in its distribution of state funds.
Current vs. Proposed Formula

Current General State Aid

• State GSA Payment = (Foundation Level – Available Local Resources Per Pupil) * ADA

• Alternate Formula if district % of local wealth is at least 93% but less than 175% of Foundation level

• Flat Grant of $218 * ADA if local wealth is at 175% of Foundation Level

Proposed Primary State Aid

• State PSA Payment = (Weighted Foundation Level – Available Local Resources Per Pupil) * ADA

• Flat Grant of 3.5% of Foundation Level; for non-PTELL, may be adjusted to account for local tax effort for Ed and O&M levies

• Flat Grant applies if (Weighted Foundation Level – Available Local Resources ≤ Flat Grant Level)
Weighted Foundation Level

- **Weighted Foundation Level** = Foundation Level * District Weighted Average

- **District Weighted Average** = 1.0 + Additional Weights (on a cumulative basis)

- **Additional Weight** = Weighting Factor * Weighting Percentage
## Additional Weights

<table>
<thead>
<tr>
<th>Category</th>
<th>Weighting Factor</th>
<th>Weighting %</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>.20</td>
<td>ELL%</td>
<td></td>
</tr>
<tr>
<td>Low-income</td>
<td>.25 - .75, depending on concentration</td>
<td>Low-income %</td>
<td>Low-income: 185% of FPL</td>
</tr>
<tr>
<td>Special Education</td>
<td>1.0</td>
<td>13.8%; ISBE may adjust</td>
<td>High cost, group home, and Sp Ed Transp. excluded</td>
</tr>
<tr>
<td>Sp Ed Summer School</td>
<td>.03</td>
<td>% Eligible</td>
<td></td>
</tr>
<tr>
<td>Gifted</td>
<td>.01</td>
<td>% Eligible</td>
<td>No more than 5% of K-8</td>
</tr>
<tr>
<td>High School Outcomes</td>
<td>.02: AP, dual credit</td>
<td>% Eligible</td>
<td>16-17 SY; only in one category</td>
</tr>
<tr>
<td></td>
<td>.03: Career Pathway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reg. Transp.</td>
<td>.6 - .10, based on density/sq. mile</td>
<td>% Eligible</td>
<td></td>
</tr>
<tr>
<td>Vocational or Extraordinary Transp.</td>
<td>.12 – Vocation Not to exceed .12 - Extraordinary</td>
<td>% Eligible</td>
<td>ISBE to define “extraordinary” by rule</td>
</tr>
</tbody>
</table>
Special Education

• **In the Formula:** Weighting fully accounts for three existing line items: Children Requiring Special Education Services, Personnel Reimbursement, Summer School Services

• **Out of the Formula:** Sp Ed Transportation and Private Facility Reimbursement

• **Orphanage Tuition:** Maintain separate categorical funding for group homes; include foster children in primary State aid formula
PTELL, Loss Cap, & Phase-in

- **PTELL:** PTELL Adjustment remains, but:
  - Subject to a “PTELL EAV floor” of .80. The EAV Floor ensures the EAV used for PTELL adjustments never falls below 80% of a school district’s actual EAV. This significantly controls the costs of PTELL adjustments.
  - PTELL Adjustments granted separately to ensure greater transparency within primary State aid calculations

- **Loss Cap:** No district will lose more than $1,000/pupil in comparison to base year.

- **Phase-in:** Decreases *and* increases from base year phased in over 3 fiscal years:
  - Year 1: 25% of increase; 25% of decrease
  - Year 2: 50% of increase; 50% of decrease
  - Year 3: 75% of increase; 75% of decrease
Oversight & Accountability

- **ISBE Support**: Dedicated funding for ISBE staff & contractual services for ELL and Special Education oversight and support

- **Reporting**: For each district, reporting of weights and funding attributable to those weights

- **District Plans**: For districts required to complete a District Improvement Plan, budget submitted with the plan must demonstrate budgeting for strategies giving priorities to low-income, ELL, and special education students consistent with weighting

- **CPS School Allocations**: Maintain the current SGSA requirement for $261M to be distributed to schools pursuant to an ISBE-approved plan

- **School Based Budgeting**: Beginning in the second year of the law’s implementation, ISBE institutes a system for accounting for revenues and expenditures at the individual school level, which would highlight inequities that may exist within a school district.
Review Committee & Adequacy Study

• Primary State Aid Review Committee:
  Recommendations by January 31, 2017 addressing:
  1. Relating funding to district accountability or accreditation status
  2. Whether to include State CTE and special education transportation in the formula
  3. Whether to account for municipal impact fees, TIF distributions, available fund balances, etc. in ALR calculation
  4. Whether regionalization factors should be incorporated
  5. Methods for reducing PTELL adjustments

• Adequacy Study: Subject to funding, by no later than 1/31/19 ISBE is to contract for a study of the adequacy of education funding in the State.
Senate Bill 16 Overview
August 26, 2014
An education funding formula that provides additional weights for pupils with defined characteristics to arrive at a district budget from which available local resources are deducted.

\[(\text{Foundation Level (FL) x Combined Student Weight} \times \text{District ADA}) - \text{Available Local Resources} = \text{Primary State Aid}\]

Primary State Aid is the greater of District Budget – Available Resources or a Flat Grant Amount (3.5% of FL).

Hold Harmless Provisions:

“Phase-In Period”

Year 1 – A district will realize 25% of the Gain or Loss compared to the base year
Year 2 – A district will realize 50% of the Gain or Loss compared to the base year
Year 3 – A district will realize 75% of the Gain or Loss compared to the base year

$1,000 Per Pupil Loss Cap

No district will lose more than $1,000 per pupil as compared to the base year. This provision is indefinite.

The model for Senate Bill 16 is based upon data from the 2011–2012 School Year and Fiscal Year 2013 Distributions.
<table>
<thead>
<tr>
<th>Category</th>
<th>Weighting Factor</th>
<th>Weighting Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low-Income Pupils – the higher of:</strong></td>
<td></td>
<td>Additional Weight Capped at 0.75</td>
</tr>
<tr>
<td>A. Regular Low-Income Method (0.25 x LI%)</td>
<td>0.25</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td>B. Low-Income Concentration Method (0.90 x LI%²)</td>
<td>0.90</td>
<td>(Prior Year ADA ÷ District Prior Year ADA)²</td>
</tr>
<tr>
<td>Limited English-Speaking Ability</td>
<td>0.20</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td>Children with Disabilities</td>
<td>1.00</td>
<td>13.8%</td>
</tr>
<tr>
<td>Special Education Summer School</td>
<td>0.03</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td>Gifted Pupils</td>
<td>0.01</td>
<td>Prior Year ADA* ÷ District Prior Year ADA</td>
</tr>
<tr>
<td><em>(capped at 5% of Prior Year ADA of K – 8th Grade)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Transportation Pupils</td>
<td>0.06 Most Dense Quintile</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td></td>
<td>0.10 Least Dense Quintile</td>
<td></td>
</tr>
<tr>
<td>Extraordinary Transportation Eligible Pupils</td>
<td></td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td>Resulting from consolidations or students who live a significant distance from school (Effective 2015 – 2016 School Year or Year 2)</td>
<td>Not to exceed 0.12</td>
<td></td>
</tr>
<tr>
<td>Vocational Transportation</td>
<td>0.12</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td>Advance Standing Pupils (Effective 2016 – 2017 School Year or Year 3)</td>
<td>0.02</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
<tr>
<td>Career Pathway Completers (Effective 2016 – 2017 School Year or Year 3)</td>
<td>0.03</td>
<td>Prior Year ADA ÷ District Prior Year ADA</td>
</tr>
</tbody>
</table>
FY13 Distributions By Categories

- **50.86% Foundation**
- **29.71% Low Income**
- **14.28% Spec Ed**
- **1.16% ELL**
- **3.99% Reg/Voc**
- **0.00% Gifted**

Legend:
- Low Income
- ELL
- Spec Ed
- Gifted
- Reg/Voc
- Foundation
Senate Bill 16 Distribution By Categories

- 61.94% Foundation
- 25.68% Low Income
- 8.23% Spec Ed
- 2.21% Reg/Voc
- 1.29% ELL
- 0.02% Gifted
- 0.63% $1,000 Loss Cap

ISBE Withholding Amounts
- Special Education (0.5%) $6.8m
- English Language (1.5%) $2.9m
<table>
<thead>
<tr>
<th>District</th>
<th>Gain/Loss Compared to FY13 Disbursements</th>
<th># of Districts Gaining</th>
<th># of Districts Losing</th>
<th>Avg Weighted FL</th>
<th>PTELL Adjustment</th>
<th>Districts Benefiting From PTELL Adj</th>
<th>$1,000 Per Pupil Loss Cap</th>
<th>Districts Benefiting From $1,000 Per Pupil Loss Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downstate</td>
<td>$215,727,864</td>
<td>402</td>
<td>173</td>
<td>$7,242</td>
<td>$23,834,945</td>
<td>102</td>
<td>$1,104,961</td>
<td>13</td>
</tr>
<tr>
<td>Collar</td>
<td>$(84,641,021)</td>
<td>20</td>
<td>123</td>
<td>$6,927</td>
<td>$68,413,024</td>
<td>41</td>
<td>$5,130,560</td>
<td>11</td>
</tr>
<tr>
<td>South Cook</td>
<td>$13,674,045</td>
<td>35</td>
<td>31</td>
<td>$8,124</td>
<td>$103,529,770</td>
<td>48</td>
<td>$2,637,901</td>
<td>8</td>
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<tr>
<td>West Cook</td>
<td>$(2,597,308)</td>
<td>9</td>
<td>29</td>
<td>$7,326</td>
<td>$51,629,848</td>
<td>13</td>
<td>$14,267,033</td>
<td>8</td>
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<tr>
<td>North Cook</td>
<td>$(104,078,579)</td>
<td>0</td>
<td>39</td>
<td>$6,522</td>
<td>$-</td>
<td>0</td>
<td>$10,336,276</td>
<td>8</td>
</tr>
<tr>
<td>City of Chicago</td>
<td>$(38,498,141)</td>
<td>0</td>
<td>1</td>
<td>$9,935</td>
<td>$514,757,229</td>
<td>1</td>
<td>$-</td>
<td>0</td>
</tr>
<tr>
<td>ROE/Lab</td>
<td>$(262,847)</td>
<td>0</td>
<td>79</td>
<td>n/a</td>
<td>$-</td>
<td>0</td>
<td>$-</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>466</td>
<td>475</td>
<td>$762,164,818</td>
<td>205</td>
<td>$33,476,733</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
## Senate Bill 16 Geographic Summary Amendments 3 & 5 – Continued

<table>
<thead>
<tr>
<th></th>
<th>Available Local Resources (ALR)</th>
<th>% of State ALR</th>
<th>Total Primary State Aid Distributions</th>
<th>% of Total Primary State Aid Distributions</th>
<th>FY13 Distributions</th>
<th>% of FY13 Distributions</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Downstate</strong></td>
<td>$2,587,532,865</td>
<td>20.6%</td>
<td>$2,317,852,118</td>
<td>43.8%</td>
<td>$2,102,124,254</td>
<td>39.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td><strong>Collar</strong></td>
<td>$3,969,577,408</td>
<td>31.7%</td>
<td>$884,267,456</td>
<td>16.7%</td>
<td>$968,908,477</td>
<td>18.3%</td>
<td>-1.6%</td>
</tr>
<tr>
<td><strong>South Cook</strong></td>
<td>$898,501,141</td>
<td>7.2%</td>
<td>$452,549,606</td>
<td>8.5%</td>
<td>$438,875,561</td>
<td>8.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>West Cook</strong></td>
<td>$670,602,002</td>
<td>5.3%</td>
<td>$286,916,172</td>
<td>5.4%</td>
<td>$289,513,480</td>
<td>5.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>North Cook</strong></td>
<td>$1,716,285,923</td>
<td>13.7%</td>
<td>$33,989,217</td>
<td>0.6%</td>
<td>$138,067,797</td>
<td>2.6%</td>
<td>-2.0%</td>
</tr>
<tr>
<td><strong>City of Chicago</strong></td>
<td>$2,698,871,893</td>
<td>21.5%</td>
<td>$1,287,590,002</td>
<td>24.3%</td>
<td>$1,326,088,143</td>
<td>25.0%</td>
<td>-0.7%</td>
</tr>
<tr>
<td><strong>ROE/Lab</strong></td>
<td>n/a</td>
<td></td>
<td>$31,338,945</td>
<td>0.6%</td>
<td>$31,601,792</td>
<td>0.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$12,541,371,233</td>
<td></td>
<td>$5,294,503,519</td>
<td></td>
<td>$5,295,179,507</td>
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</tbody>
</table>
## Senate Bill 16
### Available Local Resources (ALR) Quintiles

<table>
<thead>
<tr>
<th>ALR per Student Percentiles</th>
<th>ALR per Student Threshold</th>
<th>Gain / (Loss) from SB 16 Compared to FY 13 Payments</th>
<th>Range of Per Student Gain / (Loss)</th>
<th># of Districts Gaining</th>
<th># of Districts Losing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Least Wealth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – 20</td>
<td>$2,709</td>
<td>$162,296,102</td>
<td>$2,700 – ($1,000)</td>
<td>166</td>
<td>7</td>
</tr>
<tr>
<td>20 – 40</td>
<td>$3,736</td>
<td>$106,110,011</td>
<td>$2,330 – ($864)</td>
<td>149</td>
<td>23</td>
</tr>
<tr>
<td>40 – 60</td>
<td>$4,981</td>
<td>$103,018,864</td>
<td>$2,980 – ($1,000)</td>
<td>106</td>
<td>66</td>
</tr>
<tr>
<td>60 – 80</td>
<td>$8,145</td>
<td>$(59,081,930)</td>
<td>$2,026 – ($1,000)</td>
<td>44</td>
<td>128</td>
</tr>
<tr>
<td><strong>Greatest Wealth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 – 100</td>
<td>$54,138</td>
<td>$(274,258,046)</td>
<td>$136 – ($1,000)</td>
<td>1</td>
<td>171</td>
</tr>
<tr>
<td>CPS 299</td>
<td>$7,719</td>
<td>$(38,498,141)</td>
<td>$(110)</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

| Totals                      |                          |                                                     |                                   |                        |                      |
|                            |                          |                                                     |                                   | 466                    | 396                  |

<table>
<thead>
<tr>
<th>ALR per Student Percentiles</th>
<th>ALR per Student Threshold</th>
<th>FY13 Actual Disbursements</th>
<th>FY13 Actual Disbursements Per Pupil</th>
<th>SB16 Disbursements</th>
<th>SB16 Disbursements Per Pupil</th>
<th>Gain/Loss Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Least Wealth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 – 20</td>
<td>$2,709</td>
<td>$1,009,600,138</td>
<td>$5,522</td>
<td>$1,171,896,240</td>
<td>$6,409</td>
<td>$888</td>
</tr>
<tr>
<td>20 – 40</td>
<td>$3,736</td>
<td>$813,321,447</td>
<td>$4,113</td>
<td>$919,431,458</td>
<td>$4,649</td>
<td>$537</td>
</tr>
<tr>
<td>40 – 60</td>
<td>$4,981</td>
<td>$1,078,885,047</td>
<td>$3,031</td>
<td>$1,181,903,912</td>
<td>$3,320</td>
<td>$289</td>
</tr>
<tr>
<td>60 – 80</td>
<td>$8,145</td>
<td>$647,356,452</td>
<td>$1,517</td>
<td>$588,274,522</td>
<td>$1,378</td>
<td>$(138)</td>
</tr>
<tr>
<td><strong>Greatest Wealth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 – 100</td>
<td>$54,138</td>
<td>$388,326,487</td>
<td>$1,000</td>
<td>$114,068,440</td>
<td>$294</td>
<td>$(1,294)</td>
</tr>
<tr>
<td>CPS 299</td>
<td>$7,719</td>
<td>$1,326,088,144</td>
<td>$3,793</td>
<td>$1,287,590,003</td>
<td>$3,683</td>
<td>$(110)</td>
</tr>
</tbody>
</table>
# Senate Bill 16

## Low Income Percentage Quintiles

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Low-Income Percentage Percentiles</th>
<th>Low-Income Percentage Threshold</th>
<th>Gain / (Loss) from SB 16 Compared to FY 13 Payments</th>
<th>Range of Per Student Gain / (Loss)</th>
<th># of Districts Gaining</th>
<th># of Districts Losing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Least % of Low-Income Students</strong></td>
<td>0 – 20</td>
<td>21.07%</td>
<td>$(195,791,563)</td>
<td>$473 – ($1,000)</td>
<td>16</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>20 – 40</td>
<td>34.53%</td>
<td>$(106,401,022)</td>
<td>$460 – ($1,000)</td>
<td>55</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>40 – 60</td>
<td>45.35%</td>
<td>$(40,122,870)</td>
<td>$642 – ($1,000)</td>
<td>104</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>60 – 80</td>
<td>58.90%</td>
<td>$81,738,502</td>
<td>$1,154 – ($1,000)</td>
<td>141</td>
<td>32</td>
</tr>
<tr>
<td><strong>Greatest % of Low-Income Students</strong></td>
<td>80 – 100</td>
<td>100.00%</td>
<td>$298,661,952</td>
<td>$2,980 – ($1,000)</td>
<td>150</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>CPS 299</td>
<td>93.03%</td>
<td>$(38,498,141)</td>
<td>($110)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Low-Income Percentage Percentiles</th>
<th>Low-Income Percentage Threshold</th>
<th>FY13 Actual Disbursements</th>
<th>FY13 Actual Disbursements Per Pupil</th>
<th>SB16 Disbursements</th>
<th>SB16 Disbursements Per Pupil</th>
<th>Gain/Loss Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Least % of Low-Income Students</strong></td>
<td>0 – 20</td>
<td>21.07%</td>
<td>$509,882,388</td>
<td>$1,198</td>
<td>$314,090,825</td>
<td>$738</td>
<td>$(460)</td>
</tr>
<tr>
<td></td>
<td>20 – 40</td>
<td>34.53%</td>
<td>$465,021,301</td>
<td>$1,723</td>
<td>$358,620,280</td>
<td>$1,329</td>
<td>$(394)</td>
</tr>
<tr>
<td></td>
<td>40 – 60</td>
<td>45.35%</td>
<td>$476,426,972</td>
<td>$2,278</td>
<td>$436,304,103</td>
<td>$2,086</td>
<td>$(192)</td>
</tr>
<tr>
<td></td>
<td>60 – 80</td>
<td>58.90%</td>
<td>$770,084,133</td>
<td>$2,802</td>
<td>$851,822,635</td>
<td>$3,099</td>
<td>$297</td>
</tr>
<tr>
<td><strong>Greatest % of Low-Income Students</strong></td>
<td>80 – 100</td>
<td>100.00%</td>
<td>$1,716,074,776</td>
<td>$4,614</td>
<td>$2,014,736,729</td>
<td>$5,418</td>
<td>$803</td>
</tr>
<tr>
<td></td>
<td>CPS 299</td>
<td>93.03%</td>
<td>$1,326,088,143</td>
<td>$3,793</td>
<td>$1,287,590,002</td>
<td>$3,683</td>
<td>$(110)</td>
</tr>
</tbody>
</table>
Senate Bill 16

- Weighted Foundation Level Per Pupil: $7,662
- Average Local Resources Per Pupil: $8,951
- FY13 Actual Operating Revenue Per Pupil: $9,668
- FY13 SB16 Operating Revenue Per Pupil: $12,985

Districts That Gain:
- $12,985
- $11,192

Districts That Lose:
- $10,280
- $12,481

State Average:
- $11,291

Legend:
- Blue: Districts That Gain
- Red: Districts That Lose
- Green: State Average
What are the Characteristics of the Winners and Losers?

Districts that Win
- Average Low Income Concentration of 53%
- Average Available Local Resource Per Pupil $3,309

Districts that Lose
- Average Low Income Concentration of 28%
- Average Available Local Resources Per Pupil $8,952
Why does the PTELL Adjustment Increase So Much even with an 80% PTELL EAV Floor?

FY13 Gross GSA Claim PTELL Adjustment $502m
SB 16 PTELL Adjustment $762m
Increase $260m

The GSA Foundation Formula Claim has three different funding levels:

- Foundation Method 0% to 93% of the FL in ALR
- Alternate Method 93% to 175% of the FL in ALR (4% to 7% of FL)
- Flat Grant Method 176% in above of the FL in ALR ($218)

SB16 Eliminates the 2nd funding level and the PTELL Adjustment is now: (Real EAV – PTELL EAV) x Assumed Rate
PTELL Adjustment for CPS FY13 Gross General State Aid

GSA PTELL Adjustment Cost

GSA w/o PTELL Alternative $371.42 Per ADA

$129.8 Million

Difference $283.5 Million

GSA with PTELL Foundation $1,182.80 Per ADA

$413.3 Million
**PTELL Adjustment for CPS Senate Bill 16**

**SB16 PTELL Adjustment Cost**

SB16 Available Local Resources – PTELL 80% Floor

- $2.184 Billion

- Difference $514.7 Million

SB16 Available Local Resources w/o PTELL

- $2.698 Billion
The 80% PTELL Floor Results in a $422.7 million savings in the cost of the PTELL Adjustment for CPS. Total State Impact $460.4 Million or 47 of 205 PTELL Districts.
Senate Bill 16
PTELL Adjustment by Geographic Area

- 67.54% City of Chicago
- 3.13% Downstate
- 8.98% Collar
- 13.58% South Cook
- 6.77% West Cook
- 0.00% North Cook

Total PTELL Adjustment $762 million
Senate Bill 16
PTELL Adjustment by Category

- Low Income: 33.43%
- Foundation: 56.12%
- ELL: 1.79%
- Spec Ed: 7.75%
- Gifted: 0.02%
- Reg/Voc: 0.90%
Personal Property Replacement Tax (PPRT)

In calendar year 2010, approximately $627 million was distributed to school districts from PPRT Receipts. Under current statute for GSA and in Senate Bill 16, PPRT distributions are within the calculation of Available Local Resources.

\[(\text{EAV} \times \text{Assumed Rate}) + \text{PPRT} = \text{Available Local Resources}\]

Under the foundation formula method for GSA and in Senate Bill 16, for every PPRT dollar a district receives, GSA or PSA is reduced a dollar.

Minimum Amount Distributed on a Per Pupil Basis $ 0.00  
Maximum Amount Distributed on a Per Pupil Basis $ 6,726.22  
Average Amount Distributed on a Per Pupil Basis $ 354.92

Distributions of PPRT funds are based upon a formula from the 1970s.
## Equity Issues

### Personal Property Replacement Tax (PPRT)

<table>
<thead>
<tr>
<th></th>
<th>Unit District Average 2010 Tax Year Operating Tax Rate</th>
<th>PPRT Distributions Per Pupil CY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison County</td>
<td>$3.85</td>
<td>$1,103.77</td>
</tr>
<tr>
<td>St Clair County</td>
<td>$5.09</td>
<td>$403.96</td>
</tr>
<tr>
<td>Piatt County (5 Unit Districts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Districts</td>
<td>$3.97</td>
<td>$230.55</td>
</tr>
<tr>
<td>1 District</td>
<td>$2.59</td>
<td>$3,745.99</td>
</tr>
</tbody>
</table>
### Equity Issues

Comparison of 2012 Operating Tax Rates by Organization Type

#### Non-PTELL District Operating Tax Rates and Comparison to Rates Assumed in Senate Bill 16

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Min</th>
<th>Max</th>
<th>Assumed Rate</th>
<th>Median Rate Above AR</th>
<th># Below Assumed Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>2.71479</td>
<td>2.73854</td>
<td>1.26817</td>
<td>4.31674</td>
<td>2.36000</td>
<td>16.0%</td>
<td>24</td>
</tr>
<tr>
<td>High School</td>
<td>2.04521</td>
<td>1.92132</td>
<td>1.54928</td>
<td>3.08876</td>
<td>1.10000</td>
<td>74.7%</td>
<td>0</td>
</tr>
<tr>
<td>Unit</td>
<td>4.18938</td>
<td>4.10033</td>
<td>1.85971</td>
<td>9.01520</td>
<td>3.07000</td>
<td>33.6%</td>
<td>8</td>
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</tbody>
</table>

#### PTELL District Operating Tax Rates and Comparison to Rates Assumed in Senate Bill 16

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Min</th>
<th>Max</th>
<th>Assumed Rate</th>
<th>Median vs AR</th>
<th># Below Assumed Rate</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>3.34763</td>
<td>3.13650</td>
<td>1.12680</td>
<td>10.98040</td>
<td>2.36000</td>
<td>32.9%</td>
<td>39</td>
</tr>
<tr>
<td>High School</td>
<td>2.46779</td>
<td>2.21640</td>
<td>1.16200</td>
<td>4.85700</td>
<td>1.10000</td>
<td>101.5%</td>
<td>0</td>
</tr>
<tr>
<td>Unit</td>
<td>4.50359</td>
<td>4.47705</td>
<td>1.83017</td>
<td>8.96700</td>
<td>3.07000</td>
<td>45.8%</td>
<td>9</td>
</tr>
</tbody>
</table>
## Equity Issues

### Tax Increment Financing District Distributions to School Districts

<table>
<thead>
<tr>
<th></th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>$0</td>
<td>$12.6 m</td>
<td>$123.4 m</td>
<td>$38.6 m</td>
<td>$26.8 m</td>
</tr>
<tr>
<td>Balance of State</td>
<td>$39.6 m</td>
<td>$55.1 m</td>
<td>$57.5 m</td>
<td>$63.4 m</td>
<td>$51.1 m</td>
</tr>
<tr>
<td>Total</td>
<td>$39.6 m</td>
<td>$67.7 m</td>
<td>$180.9 m</td>
<td>$102.0 m</td>
<td>$77.9 m</td>
</tr>
</tbody>
</table>
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Robert Wolfe, Chief Financial Officer

Agenda Topic: East St. Louis SD 189 and North Chicago CUSD 187 Financial Sustainability Project

Materials: Dashboard of Performance Measures

Staff Contact(s): Robert Wolfe

Purpose of Agenda Item
To provide the Board with the results of Financial Forecasts, review the dashboard of performance indicators and review the additional supports requested to improve student achievement for the intervention districts.

Relationship to/Implications for the State Board’s Strategic Plan
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 that the Board will provide direction to staff regarding the next steps in terms of assisting the intervention districts with financial support sustainability and additional funding to improve student learning and growth. The focus of the additional supports are as follows:

- Safe & Healthy School Environment
- Pre-School for every eligible child
- Attracting, developing and retaining highly effective leaders and classroom teachers
- Engaging both parents and community
- College and Career Readiness

Background Information
At the December 2013 Board meeting, the Board received a presentation on funding proposals for the East St. Louis and North Chicago School districts that would bring a level of financial stability and provide an adequate level of funding to improve the academic performance of students. Further discussions regarding the funding proposal occurred at the January 2014 Board meeting where the Board acted on a budget request for supplemental appropriations for Fiscal Year 2014 in the amount of $8.39m for East St Louis and $3.97m for North Chicago.

During the January discussions, Board members discussed the need for a comprehensive review of the financial structure for both districts and to develop a dashboard of performance measures to gauge the progress that is being made in the intervention districts. Attached are
the performance measures and a draft dashboard that were developed by staff from the Center for Performance and in consultation the administration of the intervention districts.

Staff is proposing to develop semi-annual dashboards. The first dashboard would focus on academics and be released this fall when the Illinois School Report Cards are publicly released. The second dashboard would focus primarily on financial measurements and would be released during the spring when the Board approves the district Annual Financial Profiles.

Agency staff are still in the process of reviewing and assessing the validity of the Five Year Financial Forecasts.

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

**Policy Implications:** Metrics will be necessary to share with the Board so that progress within the districts can be tracked within a timely manner.

**Budget Implications:** Progress must be seen within these districts in order to maintain support for additional investments going forward.

**Legislative Action:** None at this time

**Communication:** Semi-annual reports will be developed for the Board to review.

**Next Steps**
Agency will finalize financial forecasts and develop materials for the Board to consider at a future meeting.
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduates Enrolled in College w/in 16 months</td>
<td>47.3</td>
<td>*</td>
<td>65</td>
<td>75</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Students Graduating w/in 5 Years</td>
<td>63.9</td>
<td>67.2</td>
<td>*</td>
<td>85</td>
<td>95</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>% Graduates Ready for College Coursework</td>
<td>3.9</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 11 Students Awarded Career Readiness Certificate</td>
<td>56.6</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 11 Students Meeting or Exceeding Standards in reading/math</td>
<td>12.2</td>
<td>9.2</td>
<td>11.2</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Freshmen On Track</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>27.6</td>
<td>22.6</td>
<td>19.7</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 3 Students Meeting or Exceeding Standards in reading/math</td>
<td>60.4</td>
<td>35.7</td>
<td>19.8</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>42.7</td>
<td>31.3</td>
<td>19.1</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Growth Measure</td>
<td>81.5</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Growth Measure</td>
<td>79.5</td>
<td>*</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>% Students w/ IEP Graduating w/in 5 Years</td>
<td>52.6</td>
<td>53.4</td>
<td>*</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>% Graduates w/ IEP Ready for College Coursework</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Graduates w/ IEP Awarded Career Readiness Certificate</td>
<td>15.5</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 3 through 8 Students w/ IEP Meeting or Exceeding Standards in reading/math*</td>
<td>23.8</td>
<td>16.7</td>
<td>11.6</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency gap between ESL black/African American students and state average for black/African American students in reading/math</td>
<td>2.2</td>
<td>-8.3</td>
<td>-17.3</td>
<td>*</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>% Students Chronically Truant</td>
<td>24.2</td>
<td>46.9</td>
<td>66.0</td>
<td>*</td>
<td>40</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>% Student Attendance (Gr. K-8)</td>
<td>93.8</td>
<td>92.5</td>
<td>92.9</td>
<td>*</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>% Student Attendance (Gr. 9-12)</td>
<td>85.0</td>
<td>87.7</td>
<td>89.5</td>
<td>*</td>
<td>91</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>% Students Suspended at Least Once</td>
<td>Available 2014</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Students Suspended More than Once</td>
<td>Available 2014</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average length of suspension</td>
<td>Available 2014</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of expulsions and moves to alt ed placements</td>
<td>53</td>
<td>42</td>
<td>33</td>
<td>44</td>
<td>35</td>
<td>30</td>
<td>25</td>
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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Annual profile score</td>
<td>3.5</td>
<td>0</td>
<td>2.35</td>
<td>3</td>
<td>3.2</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td>Annual profile rating</td>
<td>Review</td>
<td>Watch</td>
<td>Watch</td>
<td></td>
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</table>

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>% Evaluated Teachers Rated Excellent</td>
<td>36.6</td>
<td>37.2</td>
<td>36.1</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>% Evaluated Teachers Rated Proficient</td>
<td>59.8</td>
<td>56.3</td>
<td>57.2</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Number of staff receiving discipline for treatement of students</td>
<td>13</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of staff receiving discipline for other reasons</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The 2014 data is historical and will be filled out when report card data is available.

Notes:

Test Scores:
The decline in test scores for elementary and middle schools from SY12 to SY14 is primarily attributable to three factors:
• Cut scores changed for all schools in the state causing scores to be depressed in SY13.
• In SY14, a larger number of ISAT questions were aligned to the more rigorous Illinois State Standards.
• However, the factor that most impacted test scores in District 189 was the exposure and elimination of inappropriate testing practices and outright cheating on the ISAT. There was a strong belief that there were inappropriate testing procedures that inflated ISAT test scores prior to 2012. This belief was supported by the extreme fluctuation of ISAT scores prior to 2012. However, it was the report from
This belief was supported by the extreme fluctuation of ISAT scores prior to 2012. However, it was the report from a teacher that caused us to investigate an elementary school following the administration of the SY12 ISAT. The investigation resulted in the removal of three employees, as well as the entire school’s scores being eliminated from the district ISAT results. This aggressive action sent a clear message that cheating would not be tolerated. One school went from having the highest scores in the county in SY12 to having some of the lowest scores in SY13. While these drops are not positive, we do believe that they give us an accurate baseline of

Teacher evaluations:
District 189 piloted a PERA compliant teacher evaluation system in two schools for SY14. Sixteen percent of the teachers in pilot schools were rated excellent as compared to 47 percent in non-pilot schools. The percentages of teachers receiving Needs Improvement or Unsatisfactory were similar for pilot and non-pilot schools. As evaluators and teachers become more familiar with the more rigorous evaluation instrument, instruction is expected to improve at the same time more teachers are identified for targeted improvement plans. **Of the 55 teachers receiving Needs Improvement or Unsatisfactory ratings in SY12-14, none are employed for SY15. However, seven group II (Needs Improvement) teachers have recall rights for SY2015 due to changes in Senate Bill 7.**

Employee discipline:
From Jun 2013-May 2014, 13 staff members (11 certified) were disciplined for inappropriate treatment of students. Four of these negotiated settlement agreements to leave the district, retired or resigned. Seven teachers who remain received Notices to Remedy and unpaid leave. Two cases are pending a disciplinary hearing. Infractions and allegations include cursing students, calling students names, demeaning students, shoving students, pulling a student’s hair, hitting students with a broom handle, and jumping on top of a student and hitting her. The District is sending a clear message that mistreatment of students will not be tolerated.
A total of 28 employees have been disciplined during this time period. The remaining 15 employees were disciplined for threatening co-workers, insubordination, unauthorized removal or use of district property, failure to properly supervise students, sexting and work performance deficiencies. These discipline numbers are high, but necessary to change a culture where unacceptable performance and behavior has been routinely tolerated.
Students in East St. Louis District 189 showed improvement in graduation rates as well as posting strong numbers in both reading and math growth measures in 2013. However, there are no growth scores for the district in 2011 and 2012 because of the exposure and elimination of inappropriate testing practices on the ISAT. The problem was identified and has been corrected and scores now provide a more authentic and accurate measurement of student performance that can be used to appropriately gauge the district’s progress going forward.

**Graduation**

<table>
<thead>
<tr>
<th>% Students Graduating w/in 5 Years</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>63.9</td>
<td></td>
<td></td>
<td>85</td>
<td>95</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Historical Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Students Graduating w/in 5 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Growth Measure</td>
<td>81.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Growth Measure</td>
<td>79.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>27.6</td>
<td>22.6</td>
<td>19.7</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 3 Students Meeting or Exceeding Standards in reading/math</td>
<td>60.4</td>
<td>35.7</td>
<td>19.8</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Grade 3 through 8 Students w/ IEP Meeting or Exceeding Standards in reading/math*</td>
<td>23.8</td>
<td>16.7</td>
<td>11.6</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency gap between ESL black/African American students and state average for black/African American students in reading/math</td>
<td>2.2</td>
<td>-8.3</td>
<td>-17.3</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Targets reset with implementation of PARCC*
Growth

Reading and Math Growth Measures


- Reading Growth Measure: 81.5 in 2015, 79.5 in 2014
- Math Growth Measure: Data not yet available

Attainment

Reading/Math Performance


- % Grade 8 Students Meeting or Exceeding Standards in reading/math: 27.6 in 2011, 22.6 in 2012, 19.7 in 2013, 0 in 2014
- % Grade 3 Students Meeting or Exceeding Standards in reading/math: 60.4 in 2011, 35.7 in 2012, 19.8 in 2013, 0 in 2014

Gap

Achievement Gap


- % Grade 3 through 8 Students w/IEP Meeting or Exceeding Standards in reading/math: 23.8 in 2011, 16.7 in 2012, 11.6 in 2013
- Proficiency gap between ESL black/African American students and state average for black/African American students in reading/math: 2.2 in 2011, -8.3 in 2012, -17.3 in 2013
### Priority Indicator Dashboard

**North Chicago SD 189**

<table>
<thead>
<tr>
<th>Academic Progress</th>
<th>-- Historical Results --</th>
<th>-- Targets --</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduates Enrolled in College w/in 16 months</td>
<td>48.1</td>
<td>55</td>
</tr>
<tr>
<td>% Students Graduating w/in 5 Years</td>
<td>50.8</td>
<td>75.2*</td>
</tr>
<tr>
<td>% Graduates Ready for College Coursework</td>
<td>8.9</td>
<td>15</td>
</tr>
<tr>
<td>% Grade 11 Students Awarded Career Readiness Certificate</td>
<td>62.2</td>
<td>65</td>
</tr>
<tr>
<td>% Grade 11 Students Meeting or Exceeding Standards in reading/math</td>
<td>14.8</td>
<td>17.9</td>
</tr>
<tr>
<td>% Freshmen On Track</td>
<td>Available 2014</td>
<td></td>
</tr>
<tr>
<td>% Grade 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>12.4</td>
<td>17.1</td>
</tr>
<tr>
<td>% Grade 3 Students Meeting or Exceeding Standards in reading/math</td>
<td>24.0</td>
<td>33.8</td>
</tr>
<tr>
<td>% Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>26.6</td>
<td>27.6</td>
</tr>
<tr>
<td>% Students Graduating w/in 5 Years</td>
<td>55.6</td>
<td>74.3*</td>
</tr>
<tr>
<td>% Freshmen On Track</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>% EL Students Graduating w/in 5 Years</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>% Graduates w/IEP Ready for College Coursework</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>% Grade 11 Students w/IEP Awarded Career Readiness Certificate</td>
<td>13.5</td>
<td>20</td>
</tr>
<tr>
<td>% Grade 3 through 8 Students w/IEP Meeting or Exceeding Standards in reading/math</td>
<td>5.2</td>
<td>6.8</td>
</tr>
<tr>
<td>% EL Students Meeting or Exceeding Standards in reading/math</td>
<td>75.0</td>
<td>66.7</td>
</tr>
<tr>
<td>% EL Students Ready for College Coursework</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>% EL Students w/EL Awarded Career Readiness Certification</td>
<td>37.5</td>
<td>45</td>
</tr>
<tr>
<td>% EL Students Grade 3 through 8 Meeting or Exceeding Standards in reading/math</td>
<td>11.6</td>
<td>15.3</td>
</tr>
<tr>
<td>% Black/African American Students Graduating w/in 5 Years</td>
<td>49.7</td>
<td>77.1*</td>
</tr>
<tr>
<td>% Black/African American Students Ready for College Coursework</td>
<td>4.2</td>
<td>10</td>
</tr>
<tr>
<td>% Black/African American Grade 11 Students Awarded Career Readiness Certificate</td>
<td>59.3</td>
<td>65</td>
</tr>
<tr>
<td>% Black/African American Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>21.8</td>
<td>24.7</td>
</tr>
<tr>
<td>% Hispanic/Latino Students Graduating w/in 5 Years</td>
<td>56.9</td>
<td>74.1*</td>
</tr>
<tr>
<td>% Hispanic/Latino Students Ready for College Coursework</td>
<td>5.2</td>
<td>12</td>
</tr>
<tr>
<td>% Hispanic/Latino Grade 11 Students Awarded Career Readiness Certification</td>
<td>62.5</td>
<td>70</td>
</tr>
<tr>
<td>% Hispanic/Latino Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>26.0</td>
<td>26.6</td>
</tr>
<tr>
<td>% Students Chronically Truant</td>
<td>7.8</td>
<td>11.0</td>
</tr>
<tr>
<td>% Student Attendance (Gr. K-8)</td>
<td>96.2</td>
<td>94.6</td>
</tr>
<tr>
<td>% Student Attendance (Gr. 9-12)</td>
<td>75.3</td>
<td>84.4</td>
</tr>
<tr>
<td>% Students Suspended at Least Once</td>
<td>23.7</td>
<td>17.1</td>
</tr>
<tr>
<td>% Students Suspended More than Once</td>
<td>10.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Average length of suspension (days)</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>% Students Transferred</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>% Number of expulsions and moves to alt ed placements</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Plenary Packet - Page 47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Achievement Gap

<table>
<thead>
<tr>
<th>-- Historical Results --</th>
<th>-- Targets --</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students w/IEP Graduating w/in 5 Years</td>
<td>55.6</td>
</tr>
<tr>
<td>% Graduates w/IEP Ready for College Coursework</td>
<td>0</td>
</tr>
<tr>
<td>% Grade 11 Students w/IEP Awarded Career Readiness Certificate</td>
<td>13.5</td>
</tr>
<tr>
<td>% Grade 3 through 8 Students w/IEP Meeting or Exceeding Standards in reading/math</td>
<td>5.2</td>
</tr>
<tr>
<td>% EL Students Meeting or Exceeding Standards in reading/math</td>
<td>75.0</td>
</tr>
<tr>
<td>% EL Students Ready for College Coursework</td>
<td>0</td>
</tr>
<tr>
<td>% Grade 11 Students w/EL Awarded Career Readiness Certification</td>
<td>37.5</td>
</tr>
<tr>
<td>% EL Students Grade 3 through 8 Meeting or Exceeding Standards in reading/math</td>
<td>11.6</td>
</tr>
<tr>
<td>% Black/African American Students Graduating w/in 5 Years</td>
<td>49.7</td>
</tr>
<tr>
<td>% Black/African American Students Ready for College Coursework</td>
<td>4.2</td>
</tr>
<tr>
<td>% Black/African American Grade 11 Students Awarded Career Readiness Certificate</td>
<td>59.3</td>
</tr>
<tr>
<td>% Black/African American Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>21.8</td>
</tr>
<tr>
<td>% Hispanic/Latino Students Graduating w/in 5 Years</td>
<td>56.9</td>
</tr>
<tr>
<td>% Hispanic/Latino Students Ready for College Coursework</td>
<td>5.2</td>
</tr>
<tr>
<td>% Hispanic/Latino Grade 11 Students Awarded Career Readiness Certification</td>
<td>62.5</td>
</tr>
<tr>
<td>% Hispanic/Latino Grade 3 through 8 Students Meeting or Exceeding Standards in reading/math</td>
<td>26.0</td>
</tr>
<tr>
<td>% Students Chronically Truant</td>
<td>7.8</td>
</tr>
<tr>
<td>% Student Attendance (Gr. K-8)</td>
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<td>75.3</td>
</tr>
<tr>
<td>% Students Suspended at Least Once</td>
<td>23.7</td>
</tr>
<tr>
<td>% Students Suspended More than Once</td>
<td>10.5</td>
</tr>
<tr>
<td>Average length of suspension (days)</td>
<td>3.1</td>
</tr>
<tr>
<td>% Students Transferred</td>
<td>5</td>
</tr>
<tr>
<td>% Number of expulsions and moves to alt ed placements</td>
<td>4</td>
</tr>
</tbody>
</table>

### District Environment

| Plenary Packet - Page 47 |

### Plenary Packet - Page 47

### Notes:

Students whose IEP indicates need for alternative assessment are excluded from the achievement gap assessment measures based on ACT and Workkeys.

Teacher evaluation ratings represent results for 168 out of 241 certified staff. These are the staff members who were scheduled for evaluation in 2013-14 who did receive an evaluation because they were on leave, had an agreement with the district or a late recall.

*The district has uncovered data quality issues with historical graduation data for the classes of 2013 and prior. The 2014-2016 targets for graduation rate represent the district's best-faith targets based on cleaned-up graduation data moving forward.
The indicators show across-the-board growth in all priority areas between 2011 and 2012. There was further growth in several areas between 2013 and 2013. These indicators show that progress is continuing to be made toward the established targets, with the 5-year graduation rate already surpassing its preliminary goal. Future targets linked to test scores will be reset following the implementation of the PARCC assessment.

### Graduation

#### 5-year High School Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Historical Results</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50.8</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>75.2</td>
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</tr>
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<td>2013</td>
<td>60</td>
<td>65</td>
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<tr>
<td>2014</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 5-year graduation rate shows significant growth from 50.8% in 2011 to 75.2% in 2013. The targets for the next few years are set at 60% in 2014, 65% in 2015, and 70% in 2016. These targets are reset with the implementation of PARCC.
**Growth**

Reading/Math Growth Measures

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>88</td>
<td>90</td>
<td>92</td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

--- Historical Results --
--- Targets --

**Attainment**

Reading/Math Performance

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.8</td>
<td>17.9</td>
<td>27.6</td>
<td>30</td>
</tr>
<tr>
<td>26.6</td>
<td>27.6</td>
<td>27.4</td>
<td>45</td>
</tr>
</tbody>
</table>

--- Historical Results --
--- Targets --

% Grade 11 Students Meeting or Exceeding Standards in reading/math

% Grade 3 - 8 Students Meeting or Exceeding Standards in reading/math

**Gap**

% Grade 3 - 8 Students Meeting or Exceeding Standards in reading/math

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>6.8</td>
<td>7.3</td>
<td>15</td>
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<tr>
<td>21.8</td>
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<td>24.8</td>
<td>30</td>
</tr>
<tr>
<td>26.0</td>
<td>26.6</td>
<td>26.3</td>
<td>35</td>
</tr>
<tr>
<td>26.6</td>
<td>27.6</td>
<td>27.4</td>
<td>45</td>
</tr>
</tbody>
</table>

--- Historical Results --
--- Targets --

IEP Students
Black/African American Students
Hispanic/Latino Students
All Grade 3 through 8 Students
ILLINOIS STATE BOARD OF EDUCATION MEETING
September 17-18, 2014

TO: Illinois State Board of Education

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

Agenda Topic: Discussion of Board Goals

Materials: None

Staff Contact(s): Peter Godard

Purpose of Agenda Item
In September 2013, the Board authorized agency staff to work with board member Curt Bradshaw to develop a recommendation on priority metrics to track the State Board’s progress on its strategic plan. The purpose of this agenda item is to report on the progress of that work and to provide the Board an opportunity to provide further direction.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item relates to measurement of progress of the strategic plan as a whole and to the refinement of the strategic plan itself.

Expected Outcome(s) of Agenda Item
It is expected the Board will make a determination about the need for future adjustments or refinements to its strategic plan, including identification of several priority metrics that the State Board will use to track and communicate its progress in furthering its mission and achieving the three goals in its strategic plan.

Background
In 2008, the State Board revised its strategic plan by adopting a new mission statement. The current mission of the board states:
“The Illinois State Board of Education will provide leadership, assistance, resources, and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.”

At the same time, the State Board adopted three goals for its strategic plan:

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 effective teachers and school leaders

Goal 3: Every school will offer a safe and healthy learning environment for all students

Since 2008, these goals have been used to organize, communicate and manage the work of the State Board. Agency staff use the goals as a framework for categorizing items requiring Board
approval and they also serve as a structure for the State Board’s annual update to the strategic plan. Further, the goals are used in a number of internal processes such as prioritizing requests to fill positions.

In August 2013, State Board members Curt Bradshaw and Steven Gilford requested that Agency staff identify a set of performance metrics that Board members could use to track the progress of the strategic plan. Mr. Bradshaw and Mr. Gilford indicated that they would like the State Board to adopt a small number of performance metrics that would succinctly communicate the results of its work.

In response to this request, Agency staff identified the set of available performance metrics summarized that the Board discussed at its September 2013 meeting. These performance metrics were selected based on their appropriateness to the board mission of preparing every student to succeed in careers and postsecondary education as well as the availability of data. Metrics considered by the Board during that conversation included the high school graduation rate, ACT and WorkKeys scores as measures of college and career readiness, proficiency and growth on PARCC, kindergarten readiness, and teacher and leader evaluation ratings. The Board also considered the possibility of including student subgroup performance among its priority metrics.

The discussion in September 2013 also included a presentation by the Education Delivery Institute (EDI), which had been engaged to provide technical assistance. One key contribution EDI provided to the process was an inventory of goals that have been developed by other state departments of education with which they work. Table 1 summarizes the information EDI compiled.

<table>
<thead>
<tr>
<th>Table 1. Metrics Used by State</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
</tr>
<tr>
<td>High School Graduation: X X X X X</td>
</tr>
<tr>
<td>College and Career Readiness: X X X X X</td>
</tr>
<tr>
<td>Proficiency (absolute): X X X X X</td>
</tr>
<tr>
<td>Proficiency (gaps): X X X X X</td>
</tr>
<tr>
<td>School Readiness: X</td>
</tr>
<tr>
<td>School Turnaround: X</td>
</tr>
<tr>
<td>Teacher Effectiveness: X X X X</td>
</tr>
<tr>
<td>Data Systems: X</td>
</tr>
</tbody>
</table>

The Board had robust conversation about the merits to various approaches, but did not develop a consensus on which priority metrics should be used to track the agency’s progress. The Board requested that one of its members, Curt Bradshaw, work with agency leadership to refine a recommendation for the Board’s consideration.

Mr. Bradshaw has since met with agency leadership on multiple occasions. Through those conversations, several guiding principles have emerged, including:

- Accountability for the Board’s strategic plan should align with accountability for Illinois school districts. The metrics selected to measure the Board’s progress in furthering its mission and achieving the three goals in its strategic plan.
- School Year 2014-15 will need to serve as a baseline year for most of the metrics as a result of the recent changes to the State’s assessment system.
Although there are many important outcomes for our education system ranging from health to citizenship, these priority metrics should be few in number and focus primarily on academic outcomes.

In consideration of these guiding principles, agency leadership in collaboration with Mr. Bradshaw identified the four priority metrics included in Table 2 below. These four measures are aligned with those included in the agency’s approved No Child Left Behind accountability waiver, and they capture key academic outcomes. Data are currently available on the graduation rate; the remaining metrics will have school year 2014-15 as a baseline.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Readiness</td>
<td>% of students earning a college and career ready determination</td>
</tr>
<tr>
<td>Student Academic Growth</td>
<td>Growth metric based on value table</td>
</tr>
<tr>
<td>Equitable Academic Outcomes</td>
<td>% gap in college and career readiness for student subgroups (Black, Hispanic, Asian, American Indian, Multiracial, LEP, IEP, Low Income)</td>
</tr>
<tr>
<td>Completing High School</td>
<td>% students graduating within 5 years of high school entry</td>
</tr>
</tbody>
</table>

**Next Steps**
This item is for Board discussion only.
Illinois State Board of Education Meeting
via video conference
August 20, 2014

Chicago Location: ISBE Video Conference Room, 14th Floor
100 W. Randolph, Chicago, IL

Springfield Location: ISBE Video Conference, 3rd Floor
100 N. First Street, Springfield, IL

ROLL CALL
Mr. Gery Chico, Chairman, called the meeting to order at 9:09 a.m.. Dr. Koch was in attendance and a quorum was present.

Members Present in Springfield
Dr. Andrea Brown
Dr. David Fields
Ms. Melinda LaBarre

Members Present in Chicago
Mr. Gery Chico, Chairman
Mr. Steven Gilford, Vice Chairman
Dr. Vinni Hall, Secretary
Mr. Curt Bradshaw

Members Present by Phone
Mr. James Baumann

CHICAGO PUBLIC PARTICIPATION
Sarah Mesick and Maria Flores from the Southwest Organizing Program (SWOP) gave an update from the past year regarding their Parent Mentor Program. Ms. Flores discussed how much the program has helped her and her children.

Erika Hunt from the Center for the Study of Education Policy at Illinois State University shared information on the new Illinois School Leadership Advisory Council (ISLAC). Hunt discussed the purpose and strategic action plan for the ISLAC as well as provided the meeting schedule.

Francie Schnipke Richards, Director of Free the Children in Illinois gave an update on We Act and We Day. She discussed the goals for students participating in We Act and We Day.

SPRINGFIELD PUBLIC PARTICIPATION
No public participation in Springfield.

IBHE LIAISON REPORT
Dr. Proshanta Nandi from the Illinois Board of Higher Education gave an update on the that Board’s last meeting, which included a discussion on the Illinois Learning Standards and the Partnership for the Assessment of Readiness for College and Careers (PARCC).

RESOLUTIONS AND RECOGNITION
Mr. Bradshaw moved that the State Board of Education adopt the resolution honoring We Act and We Day proclaiming the 2014-2015 School Year as the Inaugural Year of We Act and We Day in Illinois. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote.

Mr. Bradshaw moved that the State Board of Education adopt the resolution honoring Doris Edwards for her 73 Years in Education. Dr. Hall seconded the motion and it passed with a unanimous voice vote.
CONSENT AGENDA

Motion: Mr. Gilford moved that the State Board of Education hereby approves the consent agenda as presented. Dr. Fields 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 June 18, 2014, board meeting.

Rules for Initial Review
New Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 375 (Student Records)
P.A. 98-560, effective August 27, 2013, authorizes school districts to designate a State Seal of Biliteracy and include that designation on the academic transcript and diploma of any student who attains “a high level of proficiency, sufficient for meaningful use in college and a career (…) in one or more languages in addition to English”. The program is voluntary. Proposed changes in Part 1 set forth the criteria to qualify for the State Seal of Biliteracy and establish a Commendation Toward Biliteracy for students who are unable to qualify for the State Seal of Biliteracy. A technical change is being proposed in Part 375 to remind districts of the need to place a designation of receipt of the State Seal of Biliteracy on the academic transcripts of qualifying students, which are retained in the each student’s permanent school student record. A school district also will be required to include the designation of State Commendation Toward Biliteracy on the student’s academic transcript.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemakings for: Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), and Student Records (Part 375), including publication of the proposed amendments in the Illinois Register.

Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education)
The rulemaking incorporates the recommendations of the Early Childhood Advisory Group regarding updated standards for the early childhood education endorsement in the areas of English language arts, mathematics, physical and biological sciences, social sciences and assessment. Currently approved preparation programs offering the early childhood endorsement will need to align to the new standards no later than September 1, 2019. Additionally, institutions will not be allowed to admit candidates into programs not aligned to the new standards after February 1, 2017, and candidates enrolled in these programs must complete their studies and receive their early childhood endorsements by September 1, 2019.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for: Standards for Endorsements in Early Childhood Education and in Elementary Education (23 Illinois Administrative Code 26), including publication of the proposed amendments in the Illinois Register.

Rules for Adoption
Part 50 (Evaluation of Certified Employees under Articles 24 and 34A of the School Code)
This rulemaking proposes a change in the way in which school districts whose
student performance is ranked in the lowest 20 percent of all school districts statewide are identified. School districts in the lowest 20 percent are required under Section 24A-5 of the School Code to implement performance evaluation systems incorporating data and indicators of student growth by the start of the 2015-16 school year. Under the proposed rulemaking, the agency will average results from the 2011, 2012 and 2013 State assessments to make establish the ranking, rather than using results from the 2014 State assessments, as the current rule requires. One letter of public comment was received; no change was made in response to the comments received.

The State Board of Education hereby adopts the proposed rulemaking for: Evaluation of Certified Employees under Articles 24A and 34 of the School Code (23 Illinois Administrative Code 50). Further, the Board authorizes the State Superintendent of Education to make such technical and non-substantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Part 228 (Transitional Bilingual Education)**

Proposed modifications in Part 228 affect various Sections of the rules to:

- Incorporate the WIDA English language development standards for prekindergarten (i.e., ages 2½ through 5½), and place references to them and the standards for kindergarten through grade 12 into Section 228.10;
- Allow flexibility for school districts to choose between WIDA's MODEL or W-APT as the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12;
- Clarify that transitional programs of instruction include instruction in English as a second language, as is required under Article 14C of the School Code; and
- Modify the deadline for preschool teachers of English learners to be fully qualified to provide home language or English as a second language instruction from July 1, 2014, to July 1, 2016, while also requiring that school districts unable to meet the staffing requirements between now and July 1, 2016, submit to the agency an annual staffing plan that includes a description of how the needs of English learners will be met.

Twenty-three letters of public were received and the proposed amendments were modified in response to the comments received.

The State Board of Education hereby adopts the proposed rulemaking for: Transitional Bilingual Education (23 Illinois Administrative Code 228). Further, the Board authorizes the State Superintendent of Education to make such technical and non-substantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Contracts & Grants over $1 Million**

**Parent Mentor Grant**

The State Board hereby authorizes the State Superintendent to award a grant to the Southwest Organizing Project for an initial period beginning September 1, 2014, through June 30, 2015, with permission given to the State Superintendent to extend expenditure availability of the grant for a period not to exceed 2 years if needed to complete grant activities as provided in Section 5 of the Illinois Grant Funds Recovery Act [30 ILCS 705/5]. The total award will not exceed $1,500,000.

**Intergovernmental Agreement with University of Kansas Center for Research (KUCR) – Dynamic Learning Maps**

The State Board of Education hereby authorizes the State Superintendent to enter
into an intergovernmental agreement with University of Kansas Center for Research (KUCR) for the term of upon execution through June 30, 2015, with six optional one-year renewals for the test development, assessment administration, psychometric services, scoring and results reporting for the DLM assessment. The estimated maximum cost of the contract is $9,550,648.

**After School Matters Grant**
The State Board of Education hereby authorizes the State Superintendent to enter into a new grant agreement with After School Matters in the amount of $2.5 million for providing after school programming for Chicago teens. This grant is effective upon execution to June 30, 2015.

**END OF THE CONSENT AGENDA**

**NASBE DUES FOR 2015**
Dr. Brown moved that the State Board of Education hereby authorizes the State Superintendent to renew NASBE membership for 2015 for the amount of $42,519.00. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote.

**ELECTION OF ILLINOIS VOTING DELEGATE FOR NASBE ANNUAL CONFERENCE & BUSINESS MEETING 2014**
Dr. Fields moved that the State Board of Education hereby designates Dr. Vinni Hall as its voting delegate at the NASBE annual conference and business meeting to be held October 16-19, 2014. Mr. Bradshaw seconded the motion and it passed with a unanimous voice vote.

**NES GIFTED EDUCATION CONTENT-AREA TEST: RECOMMENDED CUT SCORE**
Ms. LaBarre moved that the State Board of Education hereby approves the national cut score of 220 for the NES Gifted Education content-area test. Dr. Brown seconded the motion and it passed after a vote of 5-1 with Mr. Bradshaw not voting and Dr. Hall voting no.

**APPOINTMENT OF STATE EDUCATOR PREPARATION LICENSURE BOARD MEMBER**
Dr. Hall moved that the State Board of Education hereby approves the recommended appointment of Ron Fonck to the Illinois State Educator Preparation and Licensure Board. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

**DISCUSSION ITEMS**
Robert Wolfe gave an update of the Financial Oversight Panels in North Chicago and East Saint Louis. There have been two resignations from the Financial Oversight Panels (FOP’s). Ms. Linda Matkowski resigned from the East Saint Louis FOP due to work commitments; she has been replaced by Ms. Mary Kane. Ms. Adrienne Riley resigned from the North Chicago FOP due to work commitments as well; she has been replaced by Ms. Cassandra Slade. Mr. Wolfe reported that Budget and Financial Management staff is currently reviewing five year financial forecasts for East Saint Louis and North Chicago. There will be further updates of the Financial Oversight Panels at the Board Retreat in September.

**BUDGET UPDATE**
Superintendent Koch provided a preview of the Board retreat agenda to be held in Utica, Illinois in September. Chairman Chico directed Board members to notify Matt Vanover of any additions or changes to that agenda.
Melinda LaBarre briefly discussed the Secretary of State’s Literacy Program in Illinois.

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

MOTION FOR ADJOURNMENT
Dr. Fields moved that the meeting be adjourned. Mr. Gilford seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11:04 a.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 Items: Proposed Amendments for Initial Review: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Materials:  Recommended Rules

Staff Contacts:  Amy Jo Clemens, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
These proposed amendments relate to Goal 3 in that the rules would add to additional requirements in the School Safety Drill Act that affect recognized nonpublic schools.

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

Background Information
The amendments incorporate recent legislation affecting the School Safety Drill Act and changes to the rules of the Illinois Department of Public Health (IDPH) into requirements for nonpublic school recognition:

- P.A. 98-663 added to the School Safety Drill Act [105 ILCS 128] the requirement that recognized nonpublic schools must hold an annual review for the purposes of updating each schools' emergency and crisis response plans; and
- Amendments to rules of the Illinois Department of Public Health [77 Ill. Adm. Code 696 (Control of Tuberculosis Code)] require revisions to the rules addressing freedom from communicable disease in new or existing employees.

The remaining proposed amendments add a requirement for nonpublic schools to provide evidence of their non-profit status when seeking registration with the State Board, and clarify that only students in recognized nonpublic schools supported in whole or in part by public funds are required to recite the Pledge of Allegiance.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: the proposed changes summarized below are presented in the order in which they appear in the rulemaking.
Staff members in the Divisions of Data Analysis and Accountability and Title Grant Administration have reported an increase in the number of nonpublic, for-profit schools that attempt to seek "registration" status through the State Board of Education. Since the law [105 ILCS 5/2-3.25(o) (Registration and recognition of non-public elementary and secondary schools)] prohibits for-profit schools from seeking registration, language is proposed for Section 425.20(a)(2) that would require nonpublic schools to provide evidence of their non-profit status when applying for registration.

In response to concerns expressed by representatives of recognized nonpublic schools that are privately funded, insertion of statutory language in Section 425.30(b)(2) will clarify that only those nonpublic schools supported or maintained in whole or in part by public funds shall be required to recite the Pledge of Allegiance which will bring the rules in line with the statutory requirement [105 ILCS 5/27-3].

The requirement in Section 425.30(c)(2) for new employees to show freedom from tuberculosis is being amended to conform to changes to rules of the Illinois Department of Public Health [77 Ill. Adm. Code 696 (Control of Tuberculosis Code)]. The proposed language states that new or existing employees may be subject to additional health examinations, which could include screening for tuberculosis, in accordance with IDPH rules.

Section 425.30(d)(5) is being amended to reflect recent changes to the School Safety Drill Act [105 ILCS 128] that require recognized nonpublic schools to hold an annual meeting for review of each building's emergency and crisis response plans.

**Pros and Cons of Various Actions**

The proposed amendments conform agency rules to state law by incorporating changes to the School Safety Drill Act and IDPH rules for control of tuberculosis. In addition, the amendments require that nonpublic schools applying for registration status with the State Board must provide evidence of their non-profit status. Finally, the amendments clarify that recognized nonpublic, privately funded schools are not required to recite the Pledge of Allegiance.

Not making these changes would result in agency rules not conforming to recently enacted statutes and rules changes from other state agencies.

**Superintendent's Recommendation**

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

> The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

> Voluntary Registration and Recognition of Nonpublic Schools (23 Illinois Administrative Code 425)

> Including publication of the proposed amendments in the Illinois Register.

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
Section 425.20 Requirements for Registration

a) The State Superintendent of Education shall make available a form to be used for nonpublic schools’ voluntary registration. A school’s initial registration may occur at any time from October 1 through June 30 of the relevant school year. Initial registration of a school shall occur by means of a paper submission. Each paper registration form shall bear the signature of the school’s chief administrative officer and must be received by the Illinois State Board of Education no later than June 25 for the school to be registered by June 30.

1) Descriptive information that must be submitted shall include:

A) the name of the school, its location and telephone number, its affiliation, and the name of the chief administrator;
B) data on the students enrolled, by race, ethnicity, and grade level; and

C) data on the staff employed in various capacities.

2) The chief administrator of each school shall provide assurances that:

A) the school offers an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually;

B) the school provides instruction in English, except as otherwise permitted pursuant to Section 27-2 of the School Code [105 ILCS 5/27-2], in the branches of education taught to children of corresponding age and grade in the public schools (Section 26-1 of the School Code [105 ILCS 5/26-1]), including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health (Section 27-1 of the School Code [105 ILCS 5/27-1]);

C) the school requires the students who are enrolled to attend daily during the entire regular school term;

D) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements;

E) the school will require evidence that, and will furnish to the State Superintendent of Education the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and will cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively; and

F) the school complies with applicable federal and State laws prohibiting discrimination, including, but not limited to, Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.), the
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS


G) the school provides evidence that it is a non-profit entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5]. Evidence will consist of the file number assigned to the school by the Department of Business Services, Illinois Secretary of State, following its submission of Form C 54 (Domestic/Foreign Corporation Annual Report). If necessary, the State Board may request additional proof of the school's non-profit status.

b) Upon receipt of complete information for initial registration, including the required assurances, the State Superintendent shall assign a unique identifying number to the school. This number shall be evidence of completed registration and shall permit the school’s chief administrator to apply for a user account affording access to the Illinois Web Application Security (IWAS) System, which the school may then use to exchange information with the State Superintendent of Education as relevant to its situation.

c) The application for renewal of a school’s registration in any subsequent year must be submitted no sooner than October 1 and no later than November 15 of that school year. Annual renewal of a school’s registration shall be performed electronically and shall be submitted only by the chief administrator.

d) The chief administrator of each school applying to renew its registration shall submit to the Illinois State Board of Education the same information and assurances required in subsection (a) of this Section.

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

Section 425.30 Requirements for Recognition
No nonpublic school shall apply for recognition unless it was registered for the previous school year, except that a school whose educational program is delivered via correspondence may seek recognition without registration, in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location and thus the school does not provide assurances about their compliance with requirements for health examinations, as required for registration under Section 2-3.25o(b) of the School Code. Recognition shall be granted only to schools that meet the requirements of this Section. A nonpublic school applying for recognition that has not applied for registration renewal by November 15 of the year in which the recognition application is submitted shall not be considered for recognition during the remainder of that school year.

a) Administrative Requirements

1) Each school’s recognition shall be contingent upon evidence of compliance with the administrative requirements that are made applicable to nonpublic schools by relevant statutes.

A) The school shall offer an academic term of at least 176 days of pupil attendance annually, with at least five clock hours of instruction daily or at least 880 clock hours of instruction annually.

B) The school shall require the students who are enrolled to attend daily during the entire regular school term.


D) The school shall comply with the requirements of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4], Section 5 of the Missing Children Records Act [325 ILCS 50/5], Section 5 of the Missing Children Registration Law [325 ILCS 55/5], and the rules of the State Board of Education promulgated pursuant to Section 2-3.13a of the School Code [105 ILCS 5/2-

E) The school shall comply with the requirements of the School Reporting of Drug Violations Act [105 ILCS 127].

F) The school shall comply with the requirements of Sections 10-27.1A and 10-27.1B of the School Code [105 ILCS 5/27.1A and 27.1B] regarding firearms and drug-related incidents in schools.

G) The school shall comply with the requirements of Section 10-21.7 of the School Code [105 ILCS 5/10-21.7] regarding the reporting of attacks on school personnel.

2) Recognition shall also be contingent upon evidence of compliance with the additional administrative requirements of this subsection (a)(2).

A) The school shall maintain written descriptions of its governance structure and its policy-making procedure, shall maintain its policies in written form, and shall make its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request.

B) The school shall maintain a written description of its methods for complying with the nondiscrimination requirements identified in subsection (a)(1)(C) of this Section.

b) Educational Program

Each school’s recognition shall be contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes.

1) Instruction shall be provided in English, except as otherwise permitted pursuant to Section 27-2 of the School Code [105 ILCS 5/27-2]. in the branches of education taught to children of corresponding age and grade in the public schools (Section 26-1 of the School Code), including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health (Section 27-1 of the School Code).
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

2) Each school shall provide instruction in *American patriotism, the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag, and shall require pupils in nonpublic schools supported or maintained in whole or in part by public funds to recite the Pledge of Allegiance daily. (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]) Not less than one hour per week shall be devoted to the study of this subject matter in the seventh and eighth grades or their equivalent and in all high school grades. No student shall receive a certificate of graduation from the eighth grade or from high school without passing an examination on these subjects. No student shall be graduated from the eighth grade unless he or she has received instruction in the history of the United States and has given evidence of a comprehensive knowledge of the subject. (Section 27-21 of the School Code [105 ILCS 5/27-21]); and

3) The school shall provide health education as required by the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

c) Personnel Requirements

1) Each school’s recognition shall be contingent upon evidence of compliance with the requirements of subsection (c-5) of Section 2-3.25o of the School Code.

2) Each school shall require of each new employee evidence of freedom from communicable disease, including tuberculosis. A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). This evidence shall consist of a tuberculin skin test and, if appropriate, an x-ray, performed by a physician licensed in Illinois or any other state to practice medicine in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, not more than 90 days preceding the date on which the report of the test results is presented to the school’s chief administrator.
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

3) Each school’s personnel policies shall require:
   A) monitoring the performance of each employee who provides or assists with instruction or has other instructional responsibilities (e.g., teachers, teacher aides, administrators, department chairs); and
   B) formal evaluation at least every two years in terms of proficiency and competency.

4) Students’ needs for support services such as counseling and social work shall be evaluated when school staff believe consideration is needed, such as when there are changes in the student body or stresses within the surrounding community, and the school’s staffing configuration shall reflect decision-making about how those needs should be addressed.

5) Each individual first assigned to a full-time teaching or administrative position at or after the beginning of the 2011-12 school year shall hold a bachelor’s or higher degree.

6) Each individual first assigned to a full-time teaching or administrative position prior to the beginning of the 2011-12 school year who does not hold a bachelor’s or higher degree shall participate annually in professional development that is demonstrably designed to strengthen his or her knowledge and skills in areas directly related to job duties (e.g., content-area knowledge or pedagogy for teaching staff, and administration, supervision, evaluation, or school management for administrators).

7) Each individual employed in a field requiring licensure shall hold and practice within the scope of the relevant license.

d) Health and Safety

Each school’s recognition shall be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes.

1) The physical facilities occupied by the school shall comply with the applicable local building code and fire safety requirements.
2) If the school provides food service, the nutrition program and the facilities used shall comply with the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.), the Child Nutrition Act of 1966 (42 USC 1771 et seq.), and the School Breakfast and Lunch Program Act [105 ILCS 125].

3) The school shall have a wellness policy on file that complies with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 (section 204 of Public Law 108-265; 42 USC 1751 note).

4) The school shall require evidence that, and shall furnish to the State Superintendent of Education the required reports regarding the extent to which, students have complied with the requirements of Section 27-8.1 of the School Code [105 ILCS 5/27-8.1] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and shall cooperate in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively.

5) The school shall comply with the requirements of the School Safety Drill Act [105 ILCS 128], including a minimum of one annual meeting at which the private school must review each school building's emergency and crisis response plans and each building's compliance with the school safety drill programs of the school [105 ILCS 128, Section 25(f)].

6) The school shall comply with the requirements of the Eye Protection in School Act [105 ILCS 115].

7) The school shall comply with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135].

8) The school shall comply with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105].

(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: Amendments for Adoption – Part 25 (Educator Licensure)

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
This set of proposed amendments relates to the Board's Strategic Goals 1 and 2 (student achievement, and highly prepared and effective teachers and school leaders) as the rulemaking addresses the requirements for renewing professional educator licenses, with a focus on professional development that contributes to student growth, and school and district improvement.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 25.

Background
P.A. 98-610, effective December 27, 2013, amends Section 21B-45 of the School Code to put in place a new renewal process for holders of professional educator licenses (PELs) beginning July 1, 2014. The law applies to holders of PELs endorsed in a teaching field or school support personnel or administrative area. The new law generally provides that holders of teaching or school support personnel endorsements complete 120 clock hours of professional development during their five-year renewal cycle. Administrators will be held to 100 clock hours of professional development during any renewal cycle, in addition to completion of an Administrators’ Academy course for each fiscal year in the cycle. The total amount of professional development required for any individual educator will vary, depending on the person’s assignments and the percentage of time he or she may be working in a particular position.

The proposed amendments substantially modify Section 25.Subpart J, which previously addressed only renewal of teaching certificates. Under the new system, renewal requirements for any type of endorsement will be set forth in Subpart J, resulting in the repeal of Sections 25.275 (renewal for school support personnel) and 25.313 (renewal for administrators). Details about the revised renewal process, as well as other changes being proposed in Part 25, are explained more fully under "Policy Implications" below.
The proposed amendments were published in the Illinois Register on July 11, 2014, to elicit public comment; 256 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**

The majority of the proposed changes are found in Subpart J, as noted under "Background" above, and realign professional development around activities focused on sustained learning, educator performance, standards-based systems, and student growth and school and district improvement (Section 25.805). Rather than choosing from the myriad options that are included in the current certificate renewal process, starting July 1, 2014, licensees will participate in opportunities designed to improve their skills and knowledge specific to academic rigor, classroom assessments, learning strategies, collaboration and research-based decision-making. The number of hours of professional development required in a five-year renewal cycle varies by the type of endorsement one holds and the position to which the individual is assigned, and a reminder of those requirements from the law is being included in Section 25.805.

The proposed rules would implement several policy decisions about how the new license renewal system will be implemented. These decisions primarily focus on the application of credit for activities completed before July 1, 2014, under the current certificate renewal system (Section 25.800); verification of activities completed, including a deterrent for those not entered by the licensee within the statutorily required 60-day deadline (Section 25.830); procedures to request an extension beyond June 30 in the year in which the license expires if professional development was unavailable to a licensee (Section 25.835); eligibility requirements for providers of professional development that must be approved by the State Superintendent (Section 25.855); and exemptions from professional development for certain categories of licenses (Section 253.880). Each of these areas is described separately below.

**Credit for Previous Renewal Activities.** Section 25.800 addresses general requirements that apply to renewal under the new law and preserves the credit that a licensee may have accumulated under the certificate renewal system as that individual makes the transition to the new license renewal system. Staff are proposing that continuing professional development units, or CPDUs, earned on or before June 30, 2014, be converted to clock hours on a one-to-one basis. The proposed rules also retain the current ratio of 1 to 15 for converting a semester hour of college coursework to clock hours. Additionally, licensees under the certificate renewal system could count certain activities that they completed as meeting all or a portion of the total professional development required. Now repealed Section 21-2 of the School Code articulated those requirements; therefore, new Sections 25.800(d) and (e) provide a listing of the allowable activities previously stated in the repealed law. A licensee may receive credit under the license renewal system for these activities if he or she completes the activities no later than August 31, 2014 (to allow for the conclusion of summer school) and, in situations where a degree or endorsement must be earned, has the degree conferred or endorsement issued no later than December 31, 2014.

Originally, the proposed rules required licensees wishing to claim credit for CPDUs, college coursework or Section 21-2 activities to do so by recording that credit in the Educator License Information System (ELIS) not later than December 31, 2014. In response to public comment, staff are recommending that the deadline be removed.
**Verification.** Proposed Section 25.830(a) of the rules references the requirement of Section 21B-45(e) of the School Code that licensees enter certain information about a professional development activity into ELIS within 60 days of completing the activity. Starting July 1, 2015, Section 25.830(b) also prohibits a licensee from counting credit for a completed activity among the total earned if that activity was not entered into ELIS within the 60-day timeline. Given the clear language of the law, staff cannot ignore a licensee’s failure to meet the 60-day deadline. The proposed one-year delay to implement the penalty gives time for licensees to become acquainted with the new provision.

The rule at Section 25.830(c), regarding the penalty for failing to complete an Administrators’ Academy course, is not new but is being moved from Section 25.313, which is being repealed. Section 25.830(c) requires an administrator to take an additional Administrators’ Academy course for each one missed. Administrators are aware of the penalty, so the proposed rule in Section 25.830(c) should be familiar to them. The penalty is applicable to certain individuals holding a teacher leader endorsement issued under Section 25.32 of the rules and working in an administrative position for at least 50 percent of the school day, if they fail to complete an Administrators’ Academy course in any fiscal year.

**Request for Extension.** Section 25.835 responds to Section 21B-45(e)(9) of the School Code. This provision allows licensees to request an extension from the SEPLB in order to complete their required professional development beyond September 1 of the year in which the license expires. The law states that a request for an extension may be made “due to professional development activities being unavailable”. The request can be submitted to the SEPLB between April 1 and June 30 of the year in which the license expires. The proposed rule sets forth the information that a licensee must include in his or her request and the criteria upon which the SEPLB will base its decision. In particular, Section 25.835(b) of the proposed rule limits the outstanding professional development to what could be accomplished within one year (i.e., no more than 20 percent of the total required in the five-year renewal cycle and/or one Administrators’ Academy course) and no more than a year to complete the activities. In this way, a licensee will not continue to fall behind in completion of professional development and risk his or her license’s lapsing.

**Approval of Providers.** Section 21B-45(g) of the School Code establishes two groups of providers of professional development for renewal purposes:

- entities that are approved under the law (i.e., the State Board, regional offices of education and intermediate service centers, regionally accredited institutions of higher education with approved Illinois educator preparation programs, and public school districts, charter schools, and career and technical and special education cooperatives); and
- Illinois professional associations that represent certain categories of educators that must seek approval through the State Board of Education.

Given the implementation of the new renewal system on July 1, Section 25.855(a) allows providers approved under the current certificate renewal process to continue to offer credit for professional development activities through December 31, 2014. Any activities offered for renewal credit on or after July 1, must meet the requirements of Section 21B-45(g) of the School Code, including aligning to one or more of the purposes set forth under Section 25.855(d)(3) of the proposed rules. Currently approved providers will be encouraged to submit an application for approval under the new license renewal system as soon as possible. Those meeting the requirements will receive provisional approval, and, once the administrative rules are filed and in effect sometime in the fall, final approval will be issued by the agency.
Staff anticipate that a number of the currently approved providers may be ineligible to seek approval under the new license renewal system. Currently, there are more than 8,000 providers; these entities range from statewide organizations that represent educators to individual vendors who offer targeted professional development opportunities. Under the law, any entity wishing to be approved as a provider must first be an Illinois professional association that represents educators, as defined under Section 25.855(c) of the proposed rules. Currently approved providers who cannot meet the eligibility criteria for approval may continue to provide renewal credit for professional development activities by working with a provider listed under law and Section 25.855(b).

Section 25.855 of the proposed rules also establishes the process an entity would use to seek approval to provide professional development for renewal purposes, including application requirements, criteria for review, renewal process and validity period. Additionally, Section 25.860 lists the reporting and auditing requirements of Sections 21B-45(j) of the School Code for both statutorily approved providers and those receiving approval from the State Board of Education.

**Exemptions.** Under Section 21B-45 of the School Code, certain categories of educators who hold a PEL are not required to complete professional development. These educators include those who are working for less than 50 percent of full-time equivalency in a position requiring the PEL, those who are not working in a position requiring the PEL, those who have exempt status, and those who have both a school support personnel endorsement on the PEL and a professional license in an area related to their endorsement issued by the Illinois Department of Financial and Professional Regulation (Sections 25.800(c) and Section 25.880).

In addition, staff are proposing that an individual who holds a valid and active PEL but who is working solely in a substitute teaching position not be required to participate in professional development in order to renew his or her PEL. Individuals may be employed as a substitute teacher if they hold a PEL rather than a substitute teaching license. As substitute teachers, these individuals often would not have the same access to professional development opportunities through their school districts as would other teachers in the district. Since a substitute teacher typically is assigned to a different classroom every few days or weeks, it would be difficult, as well, for him or her to identify a particular area of focus for the professional development that meets the criteria of Section 21B-45 of the School Code. Professional development is not required to renew the substitute teaching license, so staff believe it is fair that substitute teachers who are working on a PEL also be exempted from professional development requirements.

Other changes being proposed in Part 25 include:

- Making clear in the introduction to Section 25.25 that applicants for a license, endorsement or approval must receive at least a "C" (or its equivalent) on any coursework required for receipt of the license, endorsement or approval;
- Clarifying in new Sections 25.25(c) and (d) that definitions of "valid certificate or license" and "teaching experience" apply to the use of either of these terms throughout the rulemaking (current language limits their applicability to student teaching);
- Acknowledging in new Section 25.25(a)(3) the provision of P.A. 98-581, effective August 27, 2013, for out-of-state applicants for the PEL endorsed in school support personnel to complete coursework addressing the areas of special education, reading and English language learning in the same way as applicants who completed Illinois preparation programs do;
• Aligning renewal requirements in Section 25.70 for the educator license with stipulations endorsed for career and technical educator with requirements under the new license renewal system for individuals holding a PEL; and
• Implementing changes in Sections 25.400 and 25.450 necessitated by P.A. 98-610 to note the differences between a license's lapsing on September 1 due to failure to complete renewal requirements and a license’s lapsing six months after the date of expiration due to failure to register the license.

Budget Implications: None.
Legislative Action: None.
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 certificate renewal process and portions of the School Code that have been repealed. The rules propose a transition for licensees to move to the new license renewal system that provides credit for activities already completed and allows for sufficient time to record those activities in ELIS, as applicable. Further, currently approved providers may continue to offer professional development while the transition to the new system progresses, allowing time for licensees to seek credit from familiar providers, while still focusing attention on the primary purposes of student growth, and district and school improvement.

Not proceeding with the amendments will result in the rules conflicting with statute and create a situation whereby both licensees and providers would be confronted with uncertainty about the applicable requirements since the new license renewal system took effect July 1, 2014.

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:

Educator Licensure (23 Illinois Administrative Code 25),

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.
Comment

A representative of a teachers’ union objected to the requirement in Section 21B-45 of the School Code that requires individuals holding an educator license with stipulations endorsed for paraprofessional educator to pay a $150 penalty in order to reinstate the license once it has lapsed (i.e., been expired for six months). He stated that the fine was "excessive", particularly in light of these individuals' lower salaries.

Another individual called the $500 penalty to reinstate a professional educator license that has lapsed "highway robbery".

Analysis

Section 21B-45 of the School Code, which addresses lapsed licenses, previously stated that any license that was not registered properly would "lapse after a period of 6 months from the expiration of the last year of registration" and that a licensee could reinstate a lapsed license by paying a $500 penalty or completing nine semester hours of college coursework. At the time rules were promulgated in 2013 to implement the law's provisions, several organizations complained that the penalty or coursework requirements were unduly burdensome for holders of educator licenses with stipulations and substitute teaching licenses. In particular, commenters believed that the $500 fee was too high based on the typical salary of educators holding these credentials.

As a result of public comment received on last year's rulemaking, staff worked with at least one educator association to clarify the law so that it would apply only to those individuals holding the paraprofessional endorsement on the educator license with stipulations (since that credential may be renewed) and to reduce the fee to a more manageable $150. It is the law, rather than the rules, that imposes the penalty or the coursework requirements after the license has lapsed. Therefore, the State Board cannot by rule, make an exception for paraprofessionals or change the penalties that apply.

Staff empathize with the concerns expressed about the amount of the penalty to be charged for renewing a lapsed license but believe that the penalty represents an amount about which agreement was reached with the organization submitting public comment. As with any professional who holds a credential that is valid for a limited time, it is incumbent upon the individual to renew the credential in a timely fashion so that it does not lapse. Any paraprofessional who fails to renew his or her license on time will still have six months from the date of expiration to pay the required registration fees, as this category of personnel is not subject to renewal requirements. If the registration fees are paid within this six-month period of time, the license will be renewed without further penalty.

As noted above, an educator who fails to register or renew his or her professional educator license within the timelines set forth in the law may choose to pay the penalty or complete coursework. For registration, educators are given a full six months after the license expires before the penalty applies, and two months following license expiration is allowed for an
educator to complete renewal requirements. The penalty is not meant to be a "fee" but rather a strong disincentive for educators to ignore the requirements that apply to maintaining a valid and active educator license.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

The same commenter also asked that a single deadline be imposed to determine the point at which an expired license has lapsed. Section 21B-45 of the School Code currently provides that the professional educator license of a licensee who failed to meet renewal requirements will lapse on September 1 of the year in which the licensee expired, while the license of an individual who failed to properly register a license will lapsed six months after the date of expiration. Having two dates for lapsed licenses creates "confusion" and "double jeopardy", the commenter stated.

**Analysis**

The purpose of imposing a penalty for failure either to complete professional development required for license renewal or register a license is to provide an incentive to educators to be proactive in maintaining the validity of their credentials and meeting any requirements that apply in a timely way. Staff have found that when an individual's license expires and he or she has not completed renewal requirements at the time of the expiration, the educator often is unable to complete those requirements before the license lapses six months later. Identifying educators who are tardy in meeting renewal requirements at the start of the school year is less disruptive than having that occur mid-term.

Further, the provisions of Section 21B-45(e)(8) encourage an educator to comply with renewal requirements before the end of his or her five-year renewal cycle on June 30 by prohibiting an educator who does not complete the requirements from registering the license. Two safeguards also are included in the law: the first allows the educator to complete renewal requirements before September 1 without further penalty and the second provides for consideration of requests to extend the time for completing renewal requirements in certain instances (see Section 25.835 of the proposed rules). Further, an educator may submit an appeal to the State Superintendent, requesting to be allowed to register his or her license.

Staff disagree that having two dates for lapsed licenses creates "confusion", as the rules at Section 25.450 clearly distinguish between the two reasons why a license would lapse and the dates upon which that would occur. Nor is an educator subject to "double jeopardy" as a result of the establishment of the two dates, as the commenter suggested. A license can lapse only one time. If the licensee fails to complete renewal requirements by September 1 and the license lapses, the license will not lapse again on January 1 because it was not registered.

**Recommendation**

No change is recommended in response to this comment.

**Section 253.800 (Professional Development Required (Beginning July 1, 2014)**
Comment

Educators who have certification from the National Board of Professional Teaching Standards (NBPTS) or who hold one or more master's degrees disagreed with the proposed rules' not continuing to allow for exemptions or reductions in the amount of professional development required to renew their professional educator licenses. Completion of NBPTS certification or receipt of a master's degree, they said, provides evidence of teachers' "commitment to improving their practice" and dedication to "self-improvement". One person called removing the special consideration for these individuals "unfair", while another argued that the "education and experiences through these classes should be recognized", making additional professional development unnecessary. Further, several argued that making educators with master's degrees or NBPTS certification complete either 120 clock hours or 60 clock hours of professional development, respectively, as all other teachers are required to do, disadvantages students of those teachers when their teachers are "forced to do extra things", taking away from the time they have to spend in the classroom.

Analysis

Nothing has changed under the new renewal system regarding professional development credit for coursework and activities associated with completion of a master's degree or NBPTS certification. Educators may continue to claim credit for both of these activities. During a given 5-year renewal cycle, a teacher who chooses to pursue a master's degree or NBPTS certification will be able to count the hours spent in those pursuits toward the 120 clock hours required to renew his or her license. For college coursework, one semester hour is equivalent to 15 clock hours and, as such, an individual would need to complete only eight semester hours of coursework in five years, or about two or three courses, to meet the 120 clock-hour requirement. NBPTS certification requires hours of preparation and study, which could come close to or exceed the 120 clock hours required for renewal. The providers awarding the credit for either pursuit may be the educator's school district or the Illinois institution of higher education offering the program, if the institution is approved to offer educator preparation programs. The educator should work with the school district or institution, as the approved provider, to assure that proper credit is awarded.

The commenter's complaints, however, most likely flow from the fact that under the old certificate renewal system, individuals with NBPTS certification or a master's degree continued to receive special consideration even after they had completed the coursework and activities for these pursuits. Instead of completing 120 continuing professional development (CPDUs) each five-year renewal cycle, educators with one master's degree were only required to complete 60 CPDUs and if they held more than one master's degree or a doctorate, they completed 40 CPDUs, regardless of whether the degree was earned in the immediately preceding renewal cycle or 20 years before. Those educators with NBPTS certification were deemed to have completed 100 percent of the professional development requirements.

The effort an educator extends to obtain the degree or certification is recognized once during the renewal cycle in which the coursework or activities are completed. A person's holding an advanced degree or NBPTS certification neither results in continuing professional development being less critical for them than it is for someone who holds only a bachelor's degree nor reduces a person's need to stay abreast of research and advances in their profession that can lead to improved teaching and higher student achievement. These individuals have the same obligation to stay current in their profession as their colleagues and therefore, they should be
subject to the same requirements for continuing professional development to which their colleagues are subject.

Recommendation

No changes are recommended in response to these comments.

Comment

One person did not see a value to increasing professional development requirements by "50 percent", while two other commenters believed that the amount of professional development required under the new system is excessive. They both stated that the cost and time to obtain the required professional development will place a burden on educators.

Another individual compared educators to doctors and accountants, stating that neither one of those professions require continuing professional development. He stated that teachers in smaller districts do not have time to "take many courses".

Analysis

A survey of 12 other states showed that the educator renewal requirements in Illinois are not extreme. In fact, the licensure renewal legislation is closely based on the credit that was earned under the previous system of CPDUs, providing for a one-to-one ratio of CPDUs to clock hours. In both cases, 120 units or clock hours are required for teachers, and no change was made in the previous requirement that administrators complete 100 hours of professional development.

A review of Section 25.875 of the rules reveals that the credit awarded for certain activities also is nearly a one-to-one match to the time in which it would have taken an individual to complete the activities. The new system provides flexibility for educators and approved providers to provide professional development that is most appropriate for improving educator's knowledge and skills and focusing on state standards, student growth and district improvement.

As for doctors and accountants, the Illinois Department of Financial and Professional Regulation sets requirements for these professionals' continuing education. Each three-year period, physicians must complete 150 continuing education hours and certified public accountants must complete 120 hours. Since 1999, teachers have been required to complete 120 CPDUs, and the conversion to clock hours under the new system will not substantially increase a teacher's professional development requirements.

Recommendation

No changes are recommended in response to these comments.

Comment

A person asked whether Section 25.800(e)(8) could be amended to include consideration of a reduction in CPDUs for individuals who have a "a certificate of advanced study where it has been granted for the completion of comparable requirements to a master's degree by one already holding a master's degree".

In addition, another commenter said the opportunity to complete so-called "uniquely qualifying" options should be extended into the new license renewal system for those individuals who
began their current five-year renewal cycle before July 1, 2014. Once those cycles are concluded, the commenter said, educators should be held to the new standards.

**Analysis**

The purpose of Section 25.800(e) is to summarize requirements from the old renewal system that previously were contained in the School Code but have now been repealed. The purpose is not to create new circumstances under which a reduction in required continuing professional development would be made. Further, the new renewal system requires all teachers to complete 120 clock hours of professional development each five-year renewal cycle, regardless of any additional credentials or degrees that a particular teacher may hold.

The agency lacks any statutory authority to continue the uniquely qualifying options under the new licensure system, as Section 21-2 of the School Code was repealed effective June 30, 2014. Consideration was made for those individuals who may have chosen one of those options for their renewal program by extending the completion of coursework through the end of the summer session (i.e., August 31, 2014) and to allow time for these individuals to receive their endorsement or additional certificate. All educators were notified about the proposed changes in May of this year, in advance of the rulemaking coming to the Board for its consideration in June. Additionally, any individuals who hold additional credentials, such as a master's degree, and received a reduction in the number of CPDUs needed for certificate renewal will not be subject to the license renewal requirements of 120 clock hours until the start of their next, full five-year cycles.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

Objections were made to the requirement that CPDUs earned prior to July 1, 2014, be entered into ELIS before the end of the calendar year in order for educators to count them for renewal purposes. One organization called the proposed rule "unyielding and unfair", stating that teachers who completed professional development activities before July 1 should not be penalized due to an "arbitrary deadline".

**Analysis**

The deadline for entering credit earned previous to July 1, 2014, was put into the rule as a way to provide for consistency of renewal activities recorded in ELIS and to allow educators who are in the middle of renewal cycles sufficient time to assess their need for additional professional development after converting their CPDUs to clock hours. The deadline, however, is regulatory only, so it can be removed in response to the comment received. With that being said, educators who have earned CPDUs should take care to recognize that starting July 1, the remainder of the professional development that they may need to accrue is subject to the renewal requirements under the licensure system (i.e., eligible activities, criteria that apply).

**Recommendation**

It is recommended that Sections 25.70(e), 25.800(d) and (e), and 25.875's introduction be modified as follows.
Section 25.70(e)

e) Credit for CPDUs generated for completion of activities before June 30, 2014 shall be calculated on the basis of this subsection (e). The licensee shall enter the completed activities electronically into ELIS no later than December 31, 2014. Licensees shall be responsible for completing any additional professional development activities as may be needed to reach a total of 120 clock hours before the end of their 5-year renewal cycle, as applicable. (See Section 25.800(d) and (e).)

Section 25.800(d)

d) Credit for CPDUs Earned Prior to July 1, 2014

Any licensee who earned continuing professional development units (CPDUs) by completing any of the activities listed in Section 25.875 prior to July 1, 2014 shall have those CPDUs converted to clock hours as set forth in this subsection (d) and have those CPDUs credited to the 5-year renewal cycle during which the CPDUs were completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned CPDUs prior to July 1, 2014 and has not entered those into ELIS shall do so by December 31, 2014 using the conversion set forth in this subsection (d).

Section 25.800(e)

e) Credit for Certain Activities Completed Prior to September 1, 2014

Certain activities completed before August 31, 2014 shall qualify a licensee as meeting all or a portion of the 120 clock hours of professional development required and shall be attributed to the 5-year renewal cycle in which the activity was completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned credit for activities completed prior to September 1, 2014 shall enter his or her completed credit into ELIS by December 31, 2014, noting the activity completed and the credit earned, as set forth in this subsection (e).

Section 25.875

This Section applies to CPDUs earned on or before June 30, 2014. A licensee shall record in ELIS no later than December 31, 2014 the number of CPDUs earned at a rate of one clock hour for one CPDU. Beginning January 1, 2015, the provisions of this Section shall no longer apply. The number of CPDUs that were to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section.

Comment

Several individuals questioned why school support personnel cannot continue to be relieved of the requirement to complete continuing professional development when they hold a national
certification from their "respective governing or certifying boards". One person requested that those holding national certification continue to be given special consideration either by having national certification count as a "substantial percentage of the qualifying activities", with the remaining professional development being from providers approved under the School Code and Part 25, or allow at least 75 percent of the activities required for maintaining national certification count toward professional development even if those activities are not provided through an approved provider.

Other commenters (primarily school psychologists) asked that the rule recognize the activities required to renew national certification on the same basis as renewal needed to renew a professional license issued by the Illinois Department of Financial and Professional Regulation (IDFPR), eliminating the need for these individuals to complete 120 clock hours of professional development.

Analysis

Section 21-25 of the School Code, which was repealed in 2013, listed the national certification from specific organizations that would qualify an individual holding a school service personnel certificate to renew his or her certificate without completing the professional development activities of school service personnel who did not hold national certification. Once the shift from the teacher certification system to the educator licensure system was complete, renewal requirements recognized only a license from IDFPR as being an adequate substitute for the completion of the professional development activities.

While the agency by rule cannot continue to provide the consideration that the commenter seeks, it can be made clear in the rules that anyone who is in the middle of a current renewal cycle that began before July 1, 2014, and who holds the requisite national certification may renew his or her professional educator license without needing to complete professional development. This was an oversight in the proposed rulemaking that should be corrected. As with the allowances under the teacher certification system for which no, or a reduction in, professional development was provided, an individual qualifying under this exception during any current five-year renewal cycle that began before July 1, 2014, will need to complete 120 hours of professional development once that cycle is concluded and the new one begins.

As for the suggestion that activities completed to maintain national certification be counted toward the professional development required, a licensee may do so under the current law and rule by ensuring that the activities also align to the professional development criteria outlined in Section 25.805(a) and that his or her school district or regional office of education (ROE), as the "provider", issues credit for the activities to be completed.

Recommendation

It is recommended that new Section 25.800(e)(9) be added to the rulemaking.

9) A licensee with a school support personnel endorsement who holds one of the certifications specified in this subsection (e)(9) shall be deemed to have satisfied the continuing professional development requirements.

A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;
B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;

C) Nationally Certified Counselor from the National Board for Certified Counselors; or


Comment

An individual who holds a "teaching" speech-language pathologist endorsement asked that she be given the same consideration as those holding "school support personnel" endorsements for speech-language pathologist to count the activities for renewal of her professional license issued by IDFPR as satisfying requirements for her "teaching" speech-language pathologist endorsement.

Analysis

The speech-language pathologist endorsement is the only one that may be issued either as a teaching endorsement or a school support personnel endorsement. Under the previous certification system, a distinct certificate with vastly different preparation requirements was issued to those wishing to serve as "teaching" speech-language pathologists and those providing speech-language pathology services as school support personnel. To renew the respective certificate, "teaching" speech language pathologist certificate-holders completed renewal requirements for teachers set forth at now repealed Section 21-14 of the School Code, while individuals with speech-language pathologist endorsements on the school support personnel certificate completed renewal requirements set forth at now-repealed Section 21-25 of the School Code.

P.A. 98-610, which establishes renewal requirements for the professional educator license, continues to recognize the differences between the two credentials. First, the law amended Section 21B-25(2)(G) of the School Code to allow for the a one-time exchange of the "teaching" speech-language pathologist endorsement for the school support personnel speech-language pathologist endorsement for a limited period of time. This allowed those individuals holding the teaching endorsement whose duties more closely aligned to those of school support personnel to receive the latter endorsement without having to complete a full preparation program.

Additionally, the public act at Section 21B-45(l) also excludes individuals holding teaching endorsements from using renewal requirements for the IDFPR license as satisfying renewal requirements for their professional educator license. The proposed rule at Section 25.800(c) simply makes explicit that the exemption in the law does not apply to those individuals who hold teaching endorsements, and the agency cannot by rule provide an exemption for speech-language pathologist with teaching endorsements without statutory authority to do so.

Recommendation

No change is being recommended in response to this comment.

Section 25.805 (Continuing Professional Development Options)
Comment

Two commenters objected to requiring educators who hold professional educator licenses with endorsements for both teaching and administrative fields to complete one Illinois Administrators' Academy course during their five-year renewal cycle. They said the courses would be costly and not "improve student learning". They also predicted that the requirement would cause financial hardships for school districts, which would need to pay for the cost of substitute staff while teachers are taking the courses.

One of the commenters also stated that the rules did not address requirements for teachers who hold NBPTS certification, a teaching endorsement and an administrative endorsement.

Analysis

It is the intent of the agency to develop a specific Administrators' Academy course for teachers who hold administrative endorsements but do not work in administrative positions. It is hoped that these courses can be offered online for a nominal fee through the regional offices of education. Any teacher who is subject to this requirement would not have to complete the course until the conclusion of the next full, five-year cycle. In other words, those teachers currently in the middle of a renewal cycle that started before July 1, 2014, need not complete an Administrators' Academy course until the end of their next renewal cycle. (See Section 25.805(c).)

The question regarding requirements for holders of NBPTS certification raises a good point. Under Section 25.805(d), a teacher who holds NBPTS certification (i.e., master teacher designation) must complete 60 clock hours of professional development rather than 120 clock hours. But Section 25.805(c), which addresses requirements for administrative endorsements, does not acknowledge the reduction in professional development for holders of this credential and should be corrected. What is absent from the proposed rules, however, is how an educator chooses which professional development requirements to follow when he or she is employed in different positions (i.e., teaching, administrative, school support) during a single five-year cycle. Section 25.475, which is proposed for repeal, covered this scenario under the certificate renewal system, and its provisions now need to be reflected in Section 25.805 in order for the rulemaking to be complete.

Recommendation

It is recommended that Section 25.805(c)(2)(B) be modified as follows and new Section 25.805(f) be added and the remaining subsections re-lettered accordingly.

Section 25.805(c)

(c)(2)(B) The Illinois Administrators' Academy course may count toward the 120 hours of professional development required in each 5-year renewal cycle on a clock-hour basis. (Section 21B-45(e)(2) of the School Code) or toward the 60 hours of professional development required under subsection (d).

Section 25.805(f)
f) Multiple Endorsements

1) Licensees who are performing services on one or more endorsements during a given renewal cycle are subject to the requirements of this subsection (f). The provisions of this subsection (f) also apply to individuals who hold and are performing services on both an educator license with stipulations endorsed for career and technical educator and a professional educator license.

2) When two or more endorsements are being used during a renewal cycle, the licensee shall complete renewal requirements in proportion to each year that he or she worked on a given endorsement or license.

A) Example: If the holder of a professional educator license endorsed for both teaching and administrative fields worked one year as a principal and four years as a teacher, he or she would complete 20 percent of the requirements set forth in subsection (c) (including completion of one Administrators' Academy) applicable to the year in which the educator served as a principal and 80 percent of the requirements set forth in subsections (b) or (d) applicable to years in which the educator served as a teacher.

B) Example: If the holder of a professional educator license endorsed for both an administrative field and school support personnel worked for one year as an administrator and four years in a school support position, he or she would complete 20 percent of the requirements set forth in subsection (c) (including completion of one Administrators' Academy) applicable to the year in which the educator served as an administrator and 80 percent of the requirements set forth in subsections (b), subject to any exemption allowed under Section 25.800(c), applicable to the years in which the educator served in a school support position.

Comment

One commenter viewed the new law as prohibiting professional development credit for certain activities previously allowed, such as mentoring a student teacher. Supervising a student teacher or candidates in pre-clinical field experiences provides the supervising teacher with opportunities to "model and justify his or her practice", as well as for "professional growth", two others said. Removing credit of at least 30 hours for student teaching and 12 hours for pre-clinical experiences one time during every renewal cycle is "a significant oversight or misguided decision", they maintained. Many of the commenters also noted that the new edTPA, which student teachers complete as part of their student teaching, puts more burdens on supervising teachers, and credit for professional development for overseeing teaching candidates is one way to encourage them to participate as supervising teachers.

The proposed rules should explicitly allow credit for student teaching, which can be considered "sustained learning," one person said. He also correctly recognized that the proposal does not prohibit a provider from awarding credit for this activity. An incentive is needed to convince teachers to serve, many of the commenters noted. One commenter added that institutions of higher education should use the opportunity to offer training for the supervising teachers or
"instruction in co-teaching" as alternative incentives to convince teachers to serve as a supervising teacher.

Another person indicated that she works 60 to 80 hours a week, making "sustained study" difficult. Professional development through daily seminars would be preferable, she said.

**Analysis**

Unlike the previous certificate renewal system, which listed dozens of activities for which a set amount of credit would be provided (see Section 25.875), the license renewal system provides flexibility to the educator to engage in activities that meet one or more of the criteria set forth in Section 21B-45 of the School Code and amplified in Section 25.805(a) of the proposed rules. It is up to the educator, working with his or her approved provider, to determine the activities that will help the individual grow as a professional, as well as positively contribute to the quality of his or her knowledge and skills in a meaningful way and connect to and improve the work in which the educator engages every day.

With that being said, both educators and approved providers have the responsibility to use this flexibility wisely and appropriately. School districts, as approved providers, may require that teachers prepare professional development plans that stipulate goals to be reached and activities to be completed that will help the educator meet those goals. In this way, student teaching, or any of the myriad activities outlined in Section 25.875, can be a purposeful and productive way for some teachers to reach their goals. For other teachers, having a student teacher may not be an appropriate learning tool.

In order to avoid unnecessary regulation at this time, nonregulatory guidance will be developed to help educators and providers fine-tune their professional development systems. Agency staff also plan to monitor how educators and providers are responding to the flexibility provided through the law and proposed rules. Future rulemaking may be necessary should those monitoring efforts reveal that the professional development system is not being implemented as intended.

"Sustained learning" may mean a series of professional development activities, as the commenter suggested, or an educator's taking what he or she learned, applying it and assessing the professional development's value in the classroom or for the school. Daily seminars that meet the criteria for professional development would not be prohibited under the license renewal system.

**Recommendation**

No changes are recommended in response to these comments.

**Section 25.830 (Verification of Complete Activities; Renewal Process)**

**Comment**

Many of the commenters objected to the requirement for educators to enter credit received for professional development activities into the Educator Licensure Information System (ELIS) no later than 60 days after they complete the activity. Some asked that the requirement to be removed altogether from the rules, while others correctly noted that the requirement is found in the School Code. The commenters cited time constraints, professionalism and the absence of a
rationale for the requirement as reasons the 60-day timeline should not be enforced. Several also concluded that since the penalty for not meeting the 60-day mandate is not found in the law, the agency exceeded its statutory authority in establishing a penalty for an educator's failure to comply with the statute.

Several individuals instead suggested that no penalty be attached to an educator's failure to enter credit for an activity within the allotted 60 days or that the State Board extend the period of time to enter credit for activities in ELIS to six months or up to a year. Another remedy put forth was to require that providers "build in time at the end of professional development" for educators to record credit for the activity. ELIS also could be programmed to indicate an individual's "tardiness" when the person attempts to enter credit beyond the 60 days, a commenter said, making "clear that no further sanctions will occur". This person also urged that a "clean-up" bill be introduced in the legislature to remove the 60-day timeline from Section 21B-45 of the School Code.

Other commenters noted the challenges that they face trying to navigate ELIS and wondered how those would affect an educator's ability to meet the 60-day timeline. One person asked that the process for entering credit be "streamlined and made clear to all teachers new and experienced". Another person from a ROE posed several other questions about the process:

- does each "activity" need to be recorded separately, for instance if the activities are part of a conference that the educator attends;
- will educators be able to view a "running" total of credit earned;
- what happens when an educator is unable to access ELIS due to system problems;
- how would an educator retiree become aware of requirements to enter credit for professional development after he or she retires; and
- why does ELIS still request the educator record of the "purpose" of professional development if it is no longer required.

Finally, someone suggested that ELIS record the exact amount of credit earned rather than rounding up to the next half or full day.

Analysis

As one commenter noted, the 60-day requirement was placed into the legislation early in the drafting process when it was providers (rather than educators) that would record in ELIS the professional development activities completed. The 60-day limit was a tool to ensure that the providers entered the credit in a timely fashion. When advocates succeeded in changing the legislation to have the educator enter the credit instead, the 60-day limit was overlooked and remained in the bill that was eventually enacted. During several meetings held to review the proposed rules, agency staff urged the advocacy groups to seek a legislative solution to the 60-day limit, assuring the groups that the State Board would not oppose such legislation.

As a relatively new system, ELIS is continually being updated to improve its operation based on the concerns and comments staff have received from the field. These improvements and modifications should make the system more user-friendly and accessible to the thousands of educators who rely on it for licensure information. The State Board's website at http://www.isbe.net/ELIS/default.htm includes training and instructions for both ELIS generally and renewal specifically. Educators who need assistance with ELIS should contact the agency's call center at 217-557-6763.
Once the rules for the license renewal system are final, guidance will be developed to answer the questions posed above. For instance, a conference needs only to be entered once in order for the educator to receive credit for each of the activities attended. Educators will be able to view a "running total" of the credit they have earned to date, to better help them plan and complete all required activities before the end of their cycles. As the transition from the certificate renewal system to the new system is being made, educators may see in ELIS references to requirements of both the systems (i.e., purpose). This is to remind those whose credit was earned before July 1, 2014, of the criteria that applied at that time. Agency staff plan to provide to all ROEs, advocacy groups and others information that they can share with their members and other interested parties. These include groups that represent retired educators. Information on the ELIS website and in agency newsletters also will be used to communicate the final changes in the rules.

ELIS records professional development hours to the nearest quarter hour. To record the exact number of minutes of any professional development activity would be time-consuming for the educator and unduly complicated for the electronic system. Proposed Sections 25.855 and 25.865 should be corrected to reflect this adjustment.

**Recommendation**

It is recommended that Sections 25.855(h) and 25.865(b) be modified as follows.

**Section 25.855(h)**

h) A provider shall be approved to issue credit for clock hours completed in increments of at least a quarter one-half hour for a given type of activity only if the provider's application provides evidence that:

**Section 25.865(b)**

b) The provider shall complete the standard form to indicate the title, time, date, location, nature of the event and the clock hours of credit earned (i.e., in increments of a quarter one-half hour).

**Comment**

A question was raised about a person who is in "retired status" and how that status would be recorded in ELIS. The individual making the comment also asked about the verification process for a licensee who is requesting exempt status for other reasons (i.e., being employed for less than full-time equivalency in any given year).

**Analysis**

If an individual accesses his or her ELIS account, he or she will be able to see on the front page a link to use for the educator to indicate his or her "active", "exempt" or "retired" status. Should the status change, the educator will need to update this link in ELIS. As to verification for "exempt" status, State Board staff will compare the employment of an individual to what is reported in the Teacher Service Record. This verification will take place in the fall when the new Teacher Service Record database is available, in sufficient time for individuals to update their accounts before their renewal cycle ends.
While not directly related to the comment received, a review of Section 25.880 revealed that subsection (a) misleads the reader since the Section is intended to apply to individuals who are working for less than 50 percent of full-time equivalency in a given year and these educators are "exempt" from completing renewal requirements for that year. Further, Section 25.70(g) should refer the reader to Section 25.880 rather than Section 25.800.

Recommendation

It is recommended that Sections 25.70(g) and 25.880(a) be modified as follows.

Section 25.70(g)

g) Each educator license with stipulations endorsed for career and technical educator shall be maintained as "valid and active" or "valid and exempt" for each school year of its validity. Periods of exemption shall be determined as discussed in Section 25.880 25.800. In addition, individuals holding the educator license with stipulations endorsed for career and technical educator who are working in a position for less than 50 percent of full-time equivalency in any particular school year shall be considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license (Section 21B-45(e)(5) of the School Code)

Section 25.880(a)

a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a license is maintained as valid and exempt. The requirements of this Section do not apply to licensees who are working in a position that does not require educator licensure or working in a position for less than 50 percent of full-time equivalency for any particular year. These licensees are considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license. (Section 21B-45(e)(5) of the School Code)

Comment

One individual questioned the wisdom of an educator submitting a "statement of assurance", attesting to completion of all required professional development, to the State Board rather than to his or her respective ROE, as was the practice under the certificate renewal system. She indicated that the ROE would have an "expert" review the statement of assurance for "completeness prior to a possible audit". She further wondered if the State Board intended to review and approve or deny these statements.

Analysis

The review of assurance statements in the past consisted of checking for completion of particular activities enumerated in the law and rules and whether the proper credit, as stipulated in the rules, was assigned to each activity completed. Broader choices for license renewal activities based on the goals of individual educators and/or the needs of their districts and schools would complicate the task of reviewing assurance statements, making the determination about the appropriateness of activities much more subjective.
The onus to complete appropriate professional development is now placed on the individual educator, and the educator assures that he or she has met all requirements each time the professional development credit is entered into ELIS. Under the law, State Board staff also will be conducting random audits of educators' completed professional development to ensure that requirements are being met. It would, therefore, be redundant for ROEs to review the professional development of all educators in their respective regions. ROEs are free to continue the practice, however, if they view it as an essential and valuable customer service for their educators.

**Recommendation**

No change is recommended in response to this comment.

**Section 25.855 (Approval of Providers)**

**Comment**

The bulk of the comments submitted addressed the limitation on the type of entities that may seek approval to serve as providers of professional development for the purposes of issuing credit for renewal activities. Many of the commenters pointed out that the definition of "represents" appears to narrow those eligible to apply for approval to only legal service or lobbying organizations and so should be removed.

Alternately, others asked that the definition encompass organizations whose primary purpose is to "provide support to or promote the goals of a group or conduct research about issues of interest to the group", which is now prohibited under proposed Section 25.855(c). Representatives of these organizations expressed concern that the proposed rules would "eliminate" their state and national education associations from consideration. These organizations offer content-based conferences and other workshops specific to the discipline area of the educator (e.g., music, special education, sciences, foreign languages, bilingual education). The representatives indicated that their professional development opportunities are high-quality and present the latest research in the field, and therefore are more likely to be of value to educators than general conferences and workshops offered by school districts, regional offices, and the like. Additionally, some of these organizations, particularly in the sciences, often provide real-world experience in partnership with museums, zoos and employers that are beneficial for teachers. These hands-on events will become more significant as Illinois moves towards incorporation of the Next Generation Science Standards in 2017, representatives predicted. Several state agencies, including the Illinois Department of Human Services and its partnering agencies, and the Illinois Department of Natural Resources urged the State Board to consider their participation as approved providers in order to continue the broad array of appropriate, low-cost professional development currently available to educators.

A not-for-profit organization estimated that "literally thousands of teachers" would be affected if it is no longer an approved provider. While recognizing that it may offer professional development through other approved providers, the organization indicated that the process for doing so would be a "substantial administrative burden" and result in the group's negotiating "separate contractual relations with potentially dozens of entities", putting the organization at a "competitive disadvantage". It urged the agency to create a process whereby the State Board would oversee "cultural, scientific and education nonprofit organizations, foundations and
institutions” and enable them to continue to issue professional development credit directly to participating educators.

Advocates for early childhood education noted that the rules focused narrowly on kindergarten through grade 12 and urged State Board staff to broaden the definition of provider to include professional development for early childhood teachers in both school districts and community-based settings. Several specifically mentioned the Gateways to Opportunity initiative of the Department of Human Services as opportunities that may not be counted for renewal credit under the proposed rule. For this reason, another organization asked the State Board to include subcontractors of professional organizations "providing professional development related to early childhood and/or early childhood professionals” as providers that could seek approval.

One person asked if the professional development cooperatives of an ROE would be considered an "approved provider". Another commenter noted that all regionally accredited colleges and universities should be approved providers, rather than only those already approved to offer educator preparation programs in Illinois, adding that his organization intends to “advocate for a reasonable expansion of (…) higher educator providers or higher education coursework”. Another individual noted that he was told by his ROE that the coursework he completed at an out-of-state university could not be counted as credit for renewal purposes.

Analysis

The focus of professional development is making a transition from the state level to the local level where it will play an important role in student learning and well-being. In order to ensure the quality of the professional development provided, and make certain that it contributes in a meaningful way to an educator's ability to improve his or her practice, Section 21B-45 of the School Code narrowly defines potential providers under the renewal system as "Illinois professional associations representing" certain groups of educators (also see Section 25.855(c) of the proposed rules). Due to the statutory language, State Board staff are unable to broaden the criteria to encompass not-for-profit entities, cultural entities, national professional organizations and other state agencies without first changing the law. The proposed rule, however, can be modified to include Illinois professional associations that support or promote a group of educators, such as the content-specific associations that submitted public comment.

An approved list of acceptable professional development activities from which an educator chooses is no longer being mandated under the license renewal system. Instead, flexibility is embedded in the renewal system for educators to participate in professional development activities that meet their needs and those of their schools. As such, there is no particular professional development activity that is prohibited if the educator can show that the activity meets one of the purposes outlined in the law. Credit for the activities, however, can only be issued by an approved provider. Ultimately, it is the approved provider that is attesting to the quality of the professional development for which credit is issued.

Although many of the currently approved providers (which number upwards of 8,000) will not be able to seek approval under the new law, they will have an opportunity to work with a statutorily approved provider or State Board-approved provider, either of which would award credit for the professional development received. Similarly, if an individual completes coursework at an Illinois or out-of-state postsecondary institution without an approved Illinois educator preparation program, he or she can work with his or her school district or ROE to obtain renewal credit for the coursework.
There are a number of ways that credit can be issued for the activities that educators complete. Approved providers may offer professional development directly or through their subcontractors. Upon completion, the provider issues credit to the participating educators. A school district, which is an approved provider under the law, can agree to provide credit to all of its educators or particular groups of educators for attending certain conferences or workshops offered by entities that are unable to qualify as providers, such as the state-sponsored Gateways training for early childhood teachers. The district then issues credit equal to the number of clock hours of participation at the conclusion of each activity. Each of these options can be approached in a simple manner; for instance, districts could develop and post a listing of approved professional development activities at the start of the school year. An educator also could draft a plan for professional development activities or higher education coursework for the year and present it to the school district for approval. In either case, there is no requirement that the district enter into formal agreements with the entities or institutions offering the professional development or coursework in order for the district to issue credit for the work completed.

State Board staff also are sympathetic to concerns raised about the difficulty of requiring certain currently approved providers that would not qualify as "professional associations" to work with individual school districts, regional offices of education, or other State Board-approved providers. As previously noted, educators may still receive credit for participating in conferences and workshops offered by these organizations by working with their school districts in advance to inform them about the professional development and how it meets the criteria of the law. Further, not-for-profit organizations, cultural entities, national professional organizations and other state agencies may choose to work through the State Board that will, as a statutorily approved provider, award credit for their professional development opportunities. State Board staff will provide additional information and guidance as the renewal system gets under way to assist educators, school districts and providers in making a smooth transition to the new system.

**Recommendation**

It is recommended that Section 25.855(c) be modified as follows.

**c)** An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (See Section 21B-45(g)(3) of the School Code.) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of, or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. "Represent also shall not refer to Illinois professional associations organizations whose primary purpose is to provide support to or promote the goals of a group of educators or conduct research about issues of interest to a the group of educators. An eligible Illinois professional association shall represent one or more of the following:

**Comment**

Form letters submitted by representatives of parochial schools raised many of the points enumerated above but also questioned whether State Board staff's interpretation of the 21B-45 was "unnecessarily narrow", stating that the proposed rule "harms the good work of nonpublic schools (that) seek (...) the most highly trained teachers and administrators possible". The comments pointed out that the law does not preclude the agency from approving entities other
than those specified in the law and expressed the desire that the central office of nonpublic schools be recognized as approved providers. By not being approved by the State Board as a provider, the parochial school representatives said they believed the professional development they offer will not be perceived by families, employers and the general public as being of the same high quality as professional development obtained through approved providers.

Analysis

Section 21B-45(g) of the School Code does not require the State Board to approve any entity not specified in the law and listed in Section 25.855(c) of the proposed rules as providers of professional development for renewal purposes. Further, licensed educators working in positions that do not require educator licensure, such as those employed by nonpublic schools, have never been required to complete professional development in order to renew their credentials. While it is laudable that the parochial schools submitting comment offer high-quality professional development for their employees, no additional value is added to that professional development by the State Board’s designating the parochial schools as "approved providers". It is incumbent upon the parochial schools to market their professional development efforts in ways that communicate evidence of its high quality rather than to rely on a designation of "approved provider" as a way to attesting to its quality.

Recommendation

No changes are recommended in response to these comments.

Comment

Commenters questioned whether a reliable and valid process exists for an approved provider to determine the impact that the professional development provided will have on student achievement or school improvement (i.e., cause and effect). Applicants for provider approval are to provide a description of this process as part of their applications (see Section 25.855(d)(2)).

Analysis

The purpose of describing the expected impact of the professional development is to ensure that the providers consciously linked the professional development proposed to the goal of the activity’s contributing to increased student achievement or school improvement. The commenters, however, are correct that it would difficult at best, and presumptuous at worst, to imply that this relationship can be measured with any certainty and validity. The question should be rephrased to more accurately reflect the expectations of agency staff in determining the potential quality of the professional development proposed.

Recommendation

It is recommended that Section 25.855(d)(2) be modified as follows.

   d) Each association eligible under subsection (c) wishing to receive approval shall submit an application in a format specified by the State Board of Education shall include:
1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at www.learningforward.org/standards/index.cfm;

2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the process the association will use to determine the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;

Comment

A commenter asked that the agency delete or "minimize" the alignment of professional development activities to Learning Forward's Standards for Professional Learning. She stated that the standards are not "sufficiently distinctive or clearly instructive enough to guide decisions, data collection or analysis" of professional development providers. She suggests instead that the agency use professional development standards for science since they would be "clearer for compliance by our organization". She also suggested that providers align professional development to the "Illinois Content Standards" and other national standards.

Analysis

The Learning Forward standards, incorporated at Section 25.855(d)(1), are those to which candidates in principal preparation programs are held, and so are an obvious choice. The standards address "professional learning that lead[s] to effective teaching practices, supportive leadership and improved student results". As such, they are appropriate for teachers, administrators and school support personnel. Using standards for providing staff development in a particular content area have the potential of being too limiting for the array of educators providers will serve.

Staff assume that the "Illinois Content Standards" to which the commenter is referring are the eight sets of rules that set forth the knowledge and skills of educators in various content areas of instruction and for various endorsement types (i.e., teaching, administrative, school support). Educator preparation programs must align their programs to these standards and tests for state licensure are based on the standards. As with the science-specific standards the commenter endorsed, the content standards would be suitable only for professional development in a particular content area.

Recommendation

No change is recommended in response to this comment.

Comment

The commenter expressed myriad concerns about the proposed content of the application for provider approval set forth at Section 25.855(d) and the draft application posted online recently. She mentioned areas of redundancy, questioned the relationship of the goals for educators and those for providers outlined in Section 21B-45 of the School Code, intimated responses would be lengthy based on the questions being asked, and requested that submissions be allowed on an "irregular basis".
Analysis

The points raised are less a subject of rulemaking than they are of the application's quality. Staff's posting of the application was a courtesy to already approved providers so that they could examine whether they would meet the criteria required to obtain approval to continue to offer professional development for renewal credit after December 31, 2014. Staff will review the application in light of the comments received to correct any errors and make it less redundant and more user-friendly.

The rules, as proposed, do not specify an application window. An entity wishing to receive approval may submit its application at any time. Approval is granted for at least two full years regardless of the time the application is submitted, and updates about any activities proposed may submit as needed.

Recommendation

No change is recommended in response to this comment.

Section 25.880 (Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching)

Comment

A form letter submitted by a number of parochial school representatives included a comment about "valid and exempt" licenses, referencing a Section of the rules that is being repealed and asking if educators in nonpublic schools are required to register their educator license as "valid and exempt". They indicated that the public views a "valid and active" license more favorably than one that is "valid and exempt".

Analysis

The "exempt" status directly relates to whether the educator has to complete renewal activities in order to "renew" his or her license and helps informs agency staff about who is subject to the requirements. There is no requirement that educators working in nonpublic schools, even nonpublic schools that are recognized under State Board administrative rules (Part 425), hold educator licensure. Further, educators in nonpublic schools who have an educator license are not, nor have they ever been, subject to renewal requirements under Section 21B-45 or now-repealed Section 21-14 of the School Code. Section 21B-45 of the School Code recognizes this by providing an exemption for individuals working in positions not requiring licensure or those that are less than 50 percent of full-time equivalency. Individuals who meet the exemption qualifications are free to participate in professional development activities if they so choose.

Recommendation

No changes are recommended in response to this comment.

Miscellaneous

A number of issues were raised by the Illinois Association of Regional Superintendents of Schools that were not included in the other comments received.
Comment

The group asked that Sections 25.70(h) and 25.830(a) and (b) clarify that only credit for professional development earned after July 1, 2014, must be entered within 60 days, as per Section 21B-45 of the School Code.

Analysis

The change proposed would improve the rule at Sections 25.70(h) and 25.830(a) and should be made.

The purpose of Section 25.830(b), however, is to inform educators of the penalty to be applied should they fail to enter clock-hour credit for activities within the required 60 days. In order to allow educators to become acclimated to the new system, a delay of a year is proposed, so that no penalty will apply until July 1, 2015, and thereafter.

Recommendation

It is recommended that Sections 25.70(h) and 25.830(a) be modified as follows.

Section 25.70(h)

h) Each licensee shall:

1) enter into ELIS any credit earned on or after July 1, 2014, including the name of the activity completed, the date on which it occurred, the number of professional development hours received and the name of the provider not later than 60 days after the activity is completed; and

2) at the time of license renewal, electronically sign a statement in ELIS, assuring that he or she has completed the professional development required to renew the license or if required as part of an appeal under Section 25.840 of this Part.

Section 25.830(a)

a) A licensee shall enter any professional development credit earned on or after July 1, 2014 within 60 days after completing a professional development activity. The licensee shall enter electronically into ELIS the name, date, and location of the activity, the number of professional development hours earned, and the provider's name (Section 21B-45(e) of the School Code), except that:

Comment

In Section 25.450(c)(1), the commenter remarked that the use of the conjunction "and/or" does not follow the statute and that "or" should be removed.

Analysis
Section 25.450(c) explains the differences in reinstatement options between a license lapsing due to failure to pay registration fees and a license lapsing due to failure to complete renewal requirements. Subsection (c)(1) is acknowledging that an individual who fails to pay registration fees by July 1 may choose to wait six months following the license's expiration, at which point the license would have "lapsed" and penalties will be applied and registration fees will be owed, or an individual may choose to pay the registration fees before the end of the six-month period and incur no penalty. The rule's intent has been to put educators on notice that they cannot fail to register a license by July 1 and have it immediately reinstated the next day simply by paying the $500 penalty. Instead, the individual must wait six months until the license lapses before the option of paying the penalty is available. A simple reworking of the proposed language will make the rule clearer.

**Recommendation**

It is recommended that Section 25.450(c) be modified as follows.

(c) The penalty referenced in subsection (b)(1) of this Section cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:

1) if the license expired due to failure to pay registration fees and the license has not yet lapsed,

   A) waiting six months before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or and/or

   B) paying all registration fees owed; or

2) if the license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration fees owed.

**Comment**

While the commenter's point was not entirely clear, he seemed to object to the provision in Section 25.830(c) that a licensee with an administrator's endorsement will incur a penalty equal to one additional Administrators' Academy course for each course he or she failed to complete during a given fiscal year. The commenter stated that since educators in teaching positions who hold administrator endorsements are not required to complete an Administrators' Academy course each fiscal year, "those missing (an Administrators' Academy course) within a cycle owing a penalty within the cycle is circular".

**Analysis**

Section 25.830(c) only pertains to administrators and teachers who hold a teacher leader endorsement and are working for more than 50 percent of full-time equivalency in an administrative position. Each of these categories of educators is required to complete an Administrators' Academy course in each year of their five-year renewal cycles. Teachers who hold an administrator's endorsement but who are not working in an administrative position or
are doing so for less than 50 percent of full-time equivalency must complete one Administrators’ Academy course during their five-year renewal cycle. If they fail to do so, then they will be unable to register their license until the academy course is completed.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

The commenter asked that a proration approach be used to determine the amount of professional development to be completed when an educator in the midst of a five-year renewal cycle. The proposed rule stipulates that a retired educator must complete 20 percent of the total professional development required for the five-year cycle for each year in which he or she worked.

**Analysis**

Since there are five years in a renewal cycle, it is reasonable to require that an individual complete one-fifth of the total professional development required for each year worked. Without more detail about the type of proration the commenter is proposing, staff believe the rule is sufficient as proposed.

The rule’s draft language, however, does not clearly state to what the noun "total" is referring. A slight modification to the text will strengthen the rule.

**Recommendation**

It is recommended that Section 25.830(f) be modified as follows.

f) A licensee whose professional educator license is in "retired status", as defined in Section 21B-45(e)(6) of the School Code, is not subject to renewal requirements; however, prior to renewing the license, the licensee shall record that status in ELIS. The licensee's "retired" status shall take effect in the next full 5-year renewal cycle following the cycle in which the licensee retired. The licensee shall complete and record in ELIS the professional development required to be completed in the 5-year renewal cycle during which the licensee retired (i.e., at least 20 percent of the total professional development required in the 5-year renewal cycle for each year in which the license was valid and active).

**Comment**

The commenter notes that an educator may qualify for the NBPTS master teacher designation at anytime during his or her 5-year renewal cycle. For this reason, he believed that the current rule at Section 25.832(c) can be construed as aligning the NBPTS renewal cycle to the educator licensure renewal cycle.

**Analysis**

The rule at Section 25.832(c) states that "since NBPTS certification is valid for 10 years, any master teacher designation on a professional educator license shall be renewed automatically
on that license once the individual has held the designation for five years”. The proposed language that follows the conjunction "and", however, does indicate that the educator must meet educator license renewal requirements, as well. Restoring the rule to its original text will make clear the separate and distinct renewal cycle for the master teacher designation and for the professional educator license on which the designation is placed.

Recommendation

It is recommended that Section 25.832(c) be modified as follows.

   c) Since NBPTS certification is valid for 10 years, any master teacher designation on a professional educator license shall be renewed automatically on that license once the individual has held the designation for five years and has met the requirements to renew the professional educator license set forth in Section 25.805(d). An individual shall meet the requirements of subsection (a) of this Section in order to renew the designation after holding the designation for 10 years.

Comment

The commenter asked that reference to completion of a certain number of professional development activities each year be removed from Section 25.835(b)(2) since the statute does not specify this requirement.

Analysis

Section 25.835(b) sets forth the criteria that the State Educator Preparation and Licensure Board (SEPLB) would use to grant an extension to an individual to complete professional development beyond the license's expiration date. The criteria consider the amount of missing professional development that an educator potentially could accumulate if he or she were earnestly and regularly engaging in activities, but was unable to complete due to unforeseen circumstances that were beyond his or her control. It is not the agency's intent to grant extensions to individuals who procrastinate until the last year or two of a 5-year cycle and find themselves substantially short on the credits required. Additionally, it is imperative that the amount owed for an expired cycle is not so great as to interfere with the educator's capacity to complete renewal activities for his or her current 5-year cycle.

In order to recognize truly extraordinary situations, the proposed rule limits consideration of requests for extensions to ones in which no more than one-fifth of the total amount of required professional development is outstanding, which an individual could reasonably be expected to complete within a year's time.

Recommendation

No changes are being recommended in response to this comment.

Comment

The commenter requested that an individual be allowed until August 31 to complete professional development under his or her approved extension rather than the June 30 deadline proposed in the rule. He indicated that the law allows completion of professional development
by August 31 of the year of expiration before a license is considered to be lapsed and that postsecondary summer sessions may extend into August.

Analysis

The request is reasonable and would allow a full calendar year for an individual to complete any outstanding professional development owed.

Recommendation

It is recommended that Section 25.835(b)(3) be modified as follows.

Section 25.835(b)(3) the plan for completing the outstanding professional development will result in the completion of the activities by no later than August 31 June 30 of the year immediately subsequent to the year in which the license expired.

Comment

The commenter argues that Section 25.840(b) incorrectly denies an educator, who appeals a decision that his or her license not be renewed, an opportunity for a hearing by the SEPLB. He cites Section 21B-45(m)(2) as his justification for requesting the change.

Analysis

Section 21B-45(m)(2) provides the following (relevant text italicized):

The State Educator Preparation and Licensure Board shall review each appeal regarding renewal of a license within 90 days after receiving the appeal in order to determine whether the licensee has met the requirements of this Section. The State Educator Preparation and Licensure Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of the following:

A) the regional superintendent of education's rationale for recommending nonrenewal of the license, if applicable;
B) any evidence submitted to the State Superintendent along with the individual's electronic statement of assurance for renewal; and
C) the State Superintendent's rationale for nonrenewal of the license.

Based on the wording of the law, agency staff believe that Section 21B-45(m) intentionally provides the SEPLB with the choice of either holding the hearing or making a decision based on a review of the record. The law does not require that a hearing be held in all cases.

Recommendation

No change is recommended in response to this comment.

Comment
The commenter points out that an educator cannot reinstate a lapsed license by only paying accumulated registration fees, which he indicated Section 25.840(d) implies by removing the conjunction "and" after the first item in the list.

Analysis

Actually, the rule at Section 25.840(d) addresses three requirements for reinstatement: payment of registration fees; payment of either the penalty or completion of certain coursework; and completion of any outstanding professional development. As such, it is correctly formatted.

Recommendation

No change is recommended in response to this comment.

Comment

The commenter asked that the agency remove the requirement in Section 25.720(h) that a computer-based basic skills test (i.e., Test of Academic Proficiency) cannot be retaken sooner than 60 days after the last test administration.

Analysis

The rule was originally put in place to recognize the time it took for the test company to update the test with new items to prevent individuals from taking the same test each administration. The 60-day period between test administrations also enables candidates who have failed the test time to participate in remediation so that they are successful the next time they test. Other states have a 30-day period between test administrations, and staff have been discussing the advisability of modifying its rules to accommodate more frequent testing. Since Section 25.720 is not a part of the current rulemaking, any changes regarding the testing schedule must be considered in a new rulemaking.

Recommendation

No change is recommended in response to this comment.

Comment

The commenter asked that mailing address and website address of Learning Forward not be included in the text of the proposed rule, as either of them may change in the future. Alternatively, he suggested using a website address to the main page of the group's site rather than the address to where the "Standards for Professional Learning" can be found.

Analysis

The agency cannot make the first change requested. Rulemaking is governed by the Illinois Administrative Procedure Act [5 ILCS 100]. Section 5-75 of the Act requires the reference made in rules to any materials incorporated "fully identify the incorporated matter by publisher address and date in order to specify how a copy of the material may be obtained".

Staff agree, however, that the address to the page where the standards are located is likely to change. The more specific address is preferred for most rulemakings since many organizations'
web pages are difficult to navigate and locate information. Learning Forward displays topic headings prominently on its front page, so using the general address should not inconvenience anyone wishing to use review the standards.

**Recommendation**

It is recommended that Section 25.855(d)(1) be modified as follows.

1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at http://learningforward.org/ www.learningforward.org/standards/index.cfm;

**Comment**

Referencing an existing rule at Section 25.855(j), the commenter questioned the structure of the following sentence, including the use of "double negatives", and its intended meaning.

Approval of a provider shall be valid until June 30 following the approval's being in effect for two years. Continuation of that approval in year 2 shall be contingent upon the State Superintendent receiving no evidence of noncompliance with the requirements of this Subpart J.

**Analysis**

The rule implies what is plainly stated: Approval for a provider will be continued if the agency does not receive any evidence that the provider has violated the requirements of Subpart J. Without providing specific changes, staff is at a loss as to how the rule can be improved.

**Recommendation**

No change is 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 25
EDUCATOR LICENSURE

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Section 25.10 Accredited Institution

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25.32 Teacher Leader Endorsement (Beginning September 1, 2012)
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25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License
25.40 Requirements for the Special Certificate (Repealed)
25.43 Standards for Licensure of Special Education Teachers
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)
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AUTHORITY: Implementing Articles 21 and 21B and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, Art. 21B, 14C-8, and 2-3.6].

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Section 25.25 Requirements for the Professional Educator License

Beginning July 1, 2013, the requirements of this Section shall apply to the issuance of professional educator licenses, except that the requirements of this Section shall not apply to an individual who completes an educator preparation program by June 30, 2013, is issued an entitlement for licensure, and receives the professional educator license by July 31, 2013. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval submitted under this Part that is received on or after February 1, 2012 must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Each applicant shall:

1) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see Subpart C of this Part), including coursework addressing:

A) the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled [105 ILCS 5/21B-20(1)], which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:

i) understand the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provide opportunities that support the intellectual, social and personal development of all students;

ii) understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and

iii) understand instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goal;
B) methods of reading and reading in the content area [105 ILCS 5/21B-20(1)], which for teachers and administrators shall address each of the following standards:

i) varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy used in the content areas;

ii) the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

iii) communication theory, language development, and the role of language in learning;

iv) the relationships among reading, writing, and oral communication and understanding how to integrate these components to increase content learning;

v) the design, selection, modification and evaluation of a wide range of materials for the content areas and the reading needs of the student;

vi) variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

vii) varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; and

C) methods of reading and reading in the content area [105 ILCS 5/21B-20(1)], which for school support personnel shall address each of the following standards:

i) understands how students acquire reading competency;
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ii) understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;

iii) understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and

iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.

2) pursuant to Section 21B-35 of the School Code 105 ILCS 5/21B-35, have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 of this Part), including:

A) a minimum of one course that is equivalent to at least three semester hours in the methods of instruction of the exceptional child in cross-categorical special education that meets the requirements of subsection (a)(1)(A);

B) a minimum of six semester hours of coursework in methods of reading and reading in the content area that meets the requirements of subsection (a)(1)(B) or (C), as applicable; and

C) a minimum of one course that is equivalent to at least three semester hours in instructional strategies for English language learners, which shall address bilingual education, English as a Second Language or English as a New Language methods.

3) pursuant to Section 21B-35 of the School Code, have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:

A) the methods of instruction of the exceptional child (Section 21B-35(a)(3) of the School Code) in cross-categorical special education, which shall meet the requirements outlined in Section 25.25(a)(1)(A);
B) the methods of reading and reading in the content area (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and

C) instructional strategies for English language learners (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).

b) Each applicant for a professional educator license endorsed in a teaching field shall have completed:

1) 32 semester hours, or a major as identified by the accredited institution on the individual's official transcript, in early childhood education, elementary education, or a field of specialization, as applicable to the type of endorsement sought on the professional educator license; and

2) student teaching in conformance with the requirements of Section 25.620 of this Part, except in the following circumstances:

A) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education and presenting evidence of teaching experience, as verified by the employer, need not complete another student teaching experience, except as may be required under Section 25.37 of this Part.

B) One full year's teaching experience on a valid certificate or license in the public schools shall be accepted in lieu of student teaching.

c) For the purposes of this Part subsection (b)(2):

1) a "valid certificate or license" means a certificate or license endorsed in the specific teaching field and grade levels for which Illinois licensure is sought that is equivalent to an educator license with stipulations endorsed for provisional educator or an Illinois professional educator license endorsed in the specific teaching field for which Illinois licensure is sought; and
"one full year's teaching experience" means the equivalent of two semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.

d) Evidence of teaching experience, as may be required under this subsection (b)(2), may be satisfied in one of the following ways:

1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained from the State Board of Education's ELIS may be used.

2) The chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of a professional educator license endorsed for early childhood; also see subsection (d)(4)(b)(2)(c)(iv) of this Section) may submit a letter documenting the nature and duration of the applicant's teaching.

3) A letter signed by an official of the state education agency in another state may be substituted for an employer's letter when the latter cannot be secured.

4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which a professional educator license endorsed for early childhood was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).

5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.

e) Each applicant for a professional educator license endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E of this Part, respectively.

f) The professional educator license shall be endorsed in accordance with this Part.
Each applicant shall be required to pass the tests required for the professional educator license as specified in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 of this Part.

Nothing in this Section is intended to preclude an applicant from seeking the issuance of an educator license with stipulations endorsed for provisional educator in specific fields (i.e., teaching, administrative or school support personnel) and, as applicable, content areas and grade levels under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement.

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

Section 25.70 Endorsement for Career and Technical Educator

The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for career and technical educator pursuant to Section 21B-20(2)(E) of the School Code [105 ILCS 5/21B-20(2)(E)]. The requirements of this Section (except for those specific to license renewal) do not apply to provisional vocational certificates exchanged for an educator license with stipulations endorsed for career and technical educator under Section 25.15 of this Part.

a) Each applicant for an educator license with stipulations endorsed for career and technical educator shall present evidence of having completed 60 semester hours of college coursework from a regionally accredited institution, as well as evidence of having completed 2,000 hours of work experience outside the field of education in each area to be taught in the last 10 years immediately preceding application. The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant describing the work experience.

b) Each applicant also shall have passed the test of basic skills required under Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720 of this Part.

c) Each educator license with stipulations endorsed for career and technical educator issued on or after July 1, 2013 shall be valid until June 30 immediately following five years after the license is issued (see Section 21B-20(2)(E) of the School
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Code). Renewal of the license after that five-year period shall be contingent upon the licensee's fulfillment of the applicable requirements of this Section.

d) For purposes of this subsection (d), coursework completed for license renewal purposes shall be considered "related to education" if it leads to a professional educator license or, for individuals holding a professional educator license, an endorsement on that license for the skill area of instruction, or if it relates to the field of an individual's current teaching assignment or any other field of teaching assignment. Beginning July 1, 2014, each affected licensee shall complete:

1) eight semester hours of undergraduate or graduate-level coursework related to education, of which no fewer than two semester hours must address advancing the licensee’s knowledge and skills as a teacher in relation to the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24.100) and the content-area standards in his or her area of licensure, endorsement, or assignment; or

2) 120 hours of continuing professional development activities units (CPDUs) in each 5-year renewal cycle that align to the criteria set forth in Section 25.805(a) accordance with Section 25.875 of this Part; or

3) any combination of the types of activities described in subsections (a)(1) and (2) of this Section, provided that the total effort represents the equivalent of 120 CPDUs, and provided that one semester hour of college credit shall be considered the equivalent of 15 CPDUs; or

4) an advanced degree from a regionally accredited institution in an education-related field; or

5) 60 hours of professional development activities in each 5-year renewal cycle that align to the criteria set forth in Section 25.805 for any licensee holding a current all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) master teacher designation; or

6) four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards; or
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7) four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards.

e) Each professional development activity used to fulfill the requirements of this Section, other than those identified in subsections (d)(4) through (7) of this Section, shall be required to address one or more of the purposes identified for the renewal of professional educator licenses in Section 21B-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]. At least 20 percent of the units required must address the purpose identified in Section 21B-14(e)(2)(E) of the School Code.

e)f) Credit for CPDUs shall be generated for completion of activities in accordance with provisions of Section 25.875 of this Part provided that the activity described in subsection (h) of that Section shall not be used to generate CPDUs for holders of the educator license with stipulations endorsed for career and technical educator and references to Section 21B-14 of the School Code [105 ILCS 5/21-14] are not applicable in the case of the educator license with stipulations endorsed for career and technical educator before June 30, 2014 shall be calculated on the basis of this subsection (e). Licensees shall be responsible for completing any additional professional development activities as may be needed to reach a total of 120 clock hours before the end of their 5-year renewal cycle, as applicable. (See Section 25.800(d) and (e).)

1) One CPDU shall be equivalent to 1 clock hour of credit under the system to be implemented July 1, 2014.

2) One semester hour of college coursework from a regionally accredited institution of higher education shall be equivalent to 15 clock hours under the system to be implemented July 1, 2014.

3) Completion of any of the activities listed in Section 25.800(e) shall fulfill all or a portion of the professional development required.

fg) The provisions of Sections 25.855 and 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of credit CPDUs for activities offered by approved providers, provided that:

1) the references to Section 21B-14 of the School Code are not applicable to the educator license with stipulations endorsed for career and technical educator; and
2) references to Subpart J of this Part shall be understood as referring to this Section where necessary to the context.

g)h) Each educator license with stipulations endorsed for career and technical educator shall be maintained as "valid and active" or "valid and exempt" for each school year semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition, the number of continuing professional development units needed to renew individuals holding the educator license with stipulations endorsed for career and technical educator who are working in a position for less than full-time equivalency in any particular school year shall be reduced by 50 percent of full-time equivalency in any particular school year and shall be required to pay only the registration fee in order to renew and maintain the validity of the license (Section 21B-45(e)(5) of the School Code) for any amount of time during which the licensee has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term.

i) Credit earned for any activity that is completed (or for which the licensee receives evidence of completion) on or after April 1 of the final year of validity of an educator license with stipulations endorsed for career and technical educator, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

h)i) Each licensee shall:

1) enter into ELIS any credit earned on or after July 1, 2014, including the name of the activity completed, the date on which it occurred, the number of professional development hours received and the name of the provider not later than 60 days after the activity is completed maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the educator license with stipulations endorsed for career and technical educator based on completion of the activities documented; and

2) at the time of license renewal, electronically sign a statement in ELIS, assuring that he or she has completed the professional development required to renew the license present the evidence of completion upon
request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under Section 25.840 of this Part.

i) Beginning July 1, 2015, a licensee who fails to enter into ELIS his or her completed professional development within the timeline set forth in subsection (h) shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements.

k) Each holder of an educator license with stipulations endorsed for career and technical educator shall apply for renewal of that license as set forth with respect to professional educator licenses in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that:

1) each statement of assurance for license renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district; and

2) references to professional educator licenses in that Section shall be understood to apply to an educator license with stipulations endorsed for career and technical educator as necessary to the context.

l) Within 14 days after receiving a statement of assurance for the renewal of an educator license with stipulations endorsed for career and technical educator, the regional superintendent shall forward to the State Educator Preparation and Licensure Board a recommendation for renewal or nonrenewal in a format prescribed by the State Superintendent of Education.

1) The regional superintendent shall transmit a list identifying all the licensees with respect to whom the regional superintendent is recommending renewal of an educator license with stipulations endorsed for career and technical educator, along with verification that:

A) each licensee has completed professional development or otherwise qualifies for renewal of the educator license with stipulations endorsed for career and technical educator in accordance with this Section; and
B) each licensee has submitted the statement of assurance required in accordance with subsection (k) of this Section.

2) If the recommendation is not to renew the educator license with stipulations endorsed for career and technical educator, or if information provided on the statement of assurance makes the individual subject to the requirements of any of Sections 25.485 through 25.491 of this Part, the licensee's copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent's rationale.

j) A licensee with respect to whom the State Superintendent of Education a regional superintendent has recommended nonrenewal of the educator license with stipulations endorsed for career and technical educator due to failure to complete the professional development requirements set forth in this Section may appeal to the State Educator Preparation and Licensure Board (SEPLB) within 30 days after receipt of the notice of nonrenewal in accordance with the provisions of Section 25.840 25.835(h) of this Part, except that references to the requirements of Section 21B-45(m) 21-14 of the School Code shall not apply in the case of the educator license with stipulations endorsed for career and technical educator.

k) Within 90 days after receiving the appeal, the SEPLB shall review the State Superintendent's recommendation regional superintendents' recommendations regarding the renewal of the educator license licenses with stipulations endorsed for career and technical educator and notify the affected licensee licensees in writing as to whether his or her license has been renewed or not renewed. This notification shall be by certified mail, return receipt requested and shall occur take place within 30 days after the SEPLB makes its determination receives regional superintendents' recommendations, subject to the right of appeal set forth in this subsection (k) (n).

1) Within 60 days after receipt of an appeal filed by a licensee challenging the State Superintendent's a regional superintendent's recommendation for nonrenewal, the SEPLB shall determine whether it will hold an appeal hearing or make a determination based on the information outlined in Section 21B-45(m)(2) of the School Code. If a hearing will be held, the Board shall notify the licensee of the date, time, and place of the hearing.
2) The licensee shall submit to the SEPLB State Educator Preparation and Licensure Board any additional information as the Board determines is necessary to decide the appeal.

3) The SEPLB State Educator Preparation and Licensure Board may request that the licensee appear before it. The licensee shall be given at least 10 days' notice of the date, time, and place of the hearing.

4) In verifying whether the licensee has met the renewal criteria set forth in this Section, the SEPLB State Educator Preparation and Licensure Board shall review the recommendation of the State Superintendent regional superintendent of schools and all relevant documentation.

1(e) The SEPLB State Educator Preparation and Licensure Board shall notify the licensee in writing, within 30 seven days after reaching a decision completing its review, as to whether the educator license with stipulations endorsed for career and technical educator has been renewed. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee for the next 5-year renewal cycle using ELIS to the regional superintendent. If the decision is not to renew the license, the notice to the licensee shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the SEPLB State Educator Preparation and Licensure Board is final and subject to administrative review as set forth in Section 21B-70 of the School Code [105 ILCS 5/21B-70].

m)p An individual whose educator license with stipulations endorsed for career and technical educator is not renewed because of his or her failure to meet the requirements of this Section may renew the license once it has lapsed (i.e., on September 1 of the calendar year in which the license expired has been expired for six months or more) if he or she has paid all back fees, including registration fees, owed and:

1) either paid the penalty or completed the coursework required under Section 21B-45 21-14 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; [105 ILCS 5/21-14]. Until that time, the individual shall receive a renewable educator license with stipulations endorsed for career and technical educator only if he or she pays any back fees owed and
2) presented presents evidence of having completed the balance of the professional development activities that were required for renewal of the license previously held.

n) The provisions of Section 25.840(e) 25.840(d) of this Part shall apply to the renewal of the educator license with stipulations endorsed for career and technical educator.

o) An individual who performs services on an educator license with stipulations endorsed for career and technical educator and concurrently also on a professional educator license that is subject to renewal requirements shall be subject to the provisions of Subpart J Section 25.475 of this Part.

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

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

The requirements set forth in this Section apply to renewal of professional educator licenses endorsed for school support personnel (SSP) in accordance with Section 21-25 of the School Code [105 ILCS 5/21-25].

a) Pursuant to Section 21-25 of the School Code, the renewal of professional educator licenses endorsed for school support personnel held by individuals employed and performing services in certain types of public schools is contingent upon licensees' presentation of evidence of continuing professional development. Renewal of any affected professional educator licenses endorsed for SSP whose period of validity begins on or after July 1, 2008 shall require the licensee's:

1) possession of one of the State professional licenses identified in Section 21-25(e) of the School Code; that is:

A) current licensure as either a clinical professional counselor or a professional counselor under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
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B) current licensure as either a clinical social worker or a social worker under the Clinical Social Work and Social Work Practice Act [225 ILCS 20]; or

C) current licensure as a speech-language pathologist under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110]; or

2) possession of one of the national certifications identified in Section 21-25(e) of the School Code; or

3) completion of sufficient professional development activities to satisfy the requirements of Section 21-25 of the School Code.

b) An individual who wishes to qualify for license renewal based on professional licensure or national certification as permitted by Section 21-25 of the School Code shall maintain documentation related to the relevant license or certificate, including its date of issue, period of validity, and issuing body. This information shall be included in the individual's application for license renewal in place of the statement of assurance called for in subsection (k) of this Section.

c) Completion of the certification process conducted by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill the entire requirement for professional development under subsection (a)(2) of this Section for the renewal cycle during which completion occurs. Evidence of completion of this process shall be the inclusion of the licensee's name on NBPTS' composite list of those who have completed the certification process (as distinct from having received certification).

d) Except as provided in subsections (b) and (c) of this Section, each professional development activity used to fulfill the requirements of this Section shall be required to address one or more of the purposes set forth in Section 21-25(e) of the School Code, and four of the five purposes must be addressed. No later than 60 days after the State Board of Education votes to establish or change the list of areas determined by the Board to be critical for all school support personnel (Section 21-25 of the School Code), the State Superintendent of Education shall notify each school district superintendent, each regional superintendent of schools, and any organization that requests this notification. The notice shall include a list of the areas and state the date upon which the list takes effect.
e) CPDUs shall be generated for completion of activities in accordance with the provisions of Section 25.875 of this Part, provided that, as necessary to the context:

1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;

2) references to teachers, teaching, and instruction shall be understood to mean holders of a professional educator license endorsed for school support personnel and their performance of services;

3) references to the classroom shall be understood to mean the setting where services are provided;

4) references to classes directly taught by the licensee (Section 25.875(e) and (n) of this Part) shall be understood to mean students directly served by the licensee;

5) references specific to the supervision or preparation of candidates for professional educator licenses endorsed for teaching (Section 25.875(h) and (m) of this Part) shall be understood to mean the supervision or preparation of candidates for the school support personnel endorsement;

6) references to content area standards (Section 25.875(i) of this Part) shall be understood to mean the relevant standards set forth at 23 Ill. Adm. Code 23 (Standards for the School Service Personnel Certificate); and

7) the reference to State priorities (Section 25.875(k) of this Part) shall be understood to mean the critical areas identified by the State Board of Education pursuant to Section 21-25(e)(2) of the School Code.

f) The provisions of Sections 25.855, 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of CPDUs for activities offered by providers, provided that, as necessary to the context:

1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;

2) references to Subpart J of this Part shall be understood as referring to this Section; and
3) references to teachers shall be understood to include holders of the professional educator license endorsed for school support personnel.

g) Each school support personnel endorsement on a professional educator license shall be maintained as "valid and active" or "valid and exempt" for each semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition:

1) the number of continuing professional development units needed to renew the license shall be reduced by 50 percent for any amount of time during which the licensee has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term; and

2) a licensee who is employed as a substitute on a part-time basis or a day-to-day basis shall only be required to pay the registration fee in order to renew his or her license (Section 21-25(e) of the School Code).

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

i) Each licensee shall:

1) maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the license based on completion of the activities documented; and

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

j) Each holder of a professional educator license endorsed for SSP shall seek renewal of that license as set forth with respect to teaching licenses in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that each
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statement of assurance for license renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district.

k) Within 14 days after receiving a statement of assurance for the renewal of a professional educator license endorsed for school support personnel, the regional superintendent shall forward to the SEPLB a recommendation for renewal or nonrenewal in a format prescribed by the State Superintendent of Education.

1) The regional superintendent shall transmit a list identifying all the licensees with respect to whom the regional superintendent is recommending renewal of the professional educator license endorsed for SSP, along with verification that:

A) each licensee has completed professional development or otherwise qualifies for license renewal in accordance with the requirements of Section 21-25 of the School Code and this Section; and

B) each licensee has submitted the statement of assurance required in accordance with subsection (j) of this Section.

2) If the recommendation is not to renew the license held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.491 of this Part, the licensee's copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent's rationale.

l) A licensee with respect to whom a regional superintendent has recommended nonrenewal of the professional educator license endorsed for SSP may appeal to the SEPLB in accordance with the provisions of Section 25.835(h) of this Part, except that the requirements of Section 21-25 of the School Code shall be understood to apply rather than those established by Section 21-14 of the School Code.

m) The SEPLB shall review regional superintendents' recommendations regarding the renewal of the professional educator licenses endorsed for SSP and notify the affected licensees in writing as to whether their licenses have been renewed or not renewed. This notification shall take place within 90 days after the SEPLB
receives regional superintendents' recommendations, subject to the right of appeal set forth in this subsection (m).

1) Within 60 days after receipt of an appeal filed by a licensee challenging a regional superintendent's recommendation for nonrenewal, the SEPLB shall hold an appeal hearing. The Board shall notify the licensee of the date, time, and place of the hearing.

2) The licensee shall submit to the SEPLB any additional information as the SEPLB determines is necessary to decide the appeal.

3) The SEPLB may request that the licensee appear before it. The licensee shall be given at least 10 days' notice of the date, time, and place of the hearing.

4) In verifying whether the licensee has met the renewal criteria set forth in Section 21-25 of the School Code, the SEPLB shall review the recommendation of the regional superintendent of schools and all relevant documentation.

n) The SEPLB shall notify the licensee in writing, within seven days after completing its review, as to whether the professional educator license endorsed for SSP has been renewed. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the license, the notice to the licensee shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the SEPLB is final and subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

o) An individual whose license is not renewed because of his or her failure to meet the requirements of Section 21-25 of the School Code and this Section may renew the license once it has lapsed (i.e., been expired for six months or more) if he or she has paid all back fees, including registration fees, owed and either paid the penalty or completed the coursework required under Section 21-14(a) of the School Code [105 ILCS 5/21-14(a)]. Until that time, the professional educator license endorsed for SSP shall be renewed only if the individual pays any back fees owed and presents evidence of having completed the balance of the professional development activities that were required for renewal of the license previously held.
The provisions of Section 25.840(d) of this Part shall apply to the renewal of the professional educator license endorsed for school support personnel.

An individual who performs services both on a professional educator license endorsed for SSP and concurrently on some other type of license or other endorsement on the professional educator license to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

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

SUBPART E: REQUIREMENTS FOR THE Licensure OF ADMINISTRATIVE AND SUPERVISORY STAFF

Section 25.315 Renewal of Administrative Endorsement (Repealed)

The requirements set forth in this Section apply to renewal of professional educator licenses endorsed for administrative positions (i.e., general administrative, principal, chief school business official, general supervisory or superintendent) in accordance with Section 21-7.1 of the School Code [105 ILCS 5/21-7.1].

a) Professional Development Required

Pursuant to Section 21-7.1 of the School Code, renewal of professional educator licenses endorsed for administrative positions held by public school administrators who are serving in positions requiring administrative endorsements is contingent upon the licensees' presentation of evidence of continuing professional education. For the purposes of this Section, the terms "continuing professional education" and "continuing professional development" shall be considered synonymous. Renewal of a professional educator license endorsed for any affected administrative positions shall require the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21-7.1 of the School Code and presentation, upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section, of evidence of completion of the activities.

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

1) improving the administrator's knowledge of instructional practices and administrative procedures;
2) maintaining the basic level of competence required for licensure; and

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

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

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

A) Completion of college/university courses;

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

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

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

E) Independent study; and

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

2) Continuing professional development hours for the activities chosen pursuant to this subsection (c) shall be credited as follows.

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

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

d) Required Administrators' Academy Courses

1) An individual who fails to complete an Administrators' Academy course in a given year as required by Section 21-7.1(c-10)(B) of the School Code shall be required to complete two courses for each one missed. He or she may make these up at any time during the remainder of the license's validity or prior to the reinstatement of a certificate that has lapsed pursuant to Section 25.450 of this Part.

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

e) Renewal of License

1) Each statement of assurance for renewal of a professional educator license endorsed for an administrative position, other than a statement of assurance of a regional superintendent of schools, shall be submitted to the regional superintendent and shall be accompanied by a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators' Academy courses have been completed. (Section 21-7.1(c-10) of the School Code). A licensee who fails to submit this material so as to ensure its receipt by the regional superintendent no later than April 30 may not be able to preserve his or her right of appeal under subsection (f) of this Section.

2) Based on the available information regarding the individual's compliance with the requirements for license renewal set forth in this Section, the regional superintendent shall, within 30 days after receipt of an individual's statement of assurance, forward a recommendation for renewal or non-renewal of the license to the State Superintendent of Education and notify the licensee in writing of that recommendation.
3) A licensee who is a regional superintendent of schools shall submit the verification format referred to in subsection (e)(1) of this Section to the State Superintendent of Education along with his or her application for license renewal.

4) Within 30 days after receiving a statement of assurance, the State Superintendent of Education shall notify the affected licensee as to whether the license has been renewed or not renewed, including the rationale for nonrenewal. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region's institute fund.

5) An individual whose license is not renewed because of his or her failure to complete professional development in accordance with this Section may renew the license once it has lapsed (i.e., been expired for six months) if he or she has paid all back fees, including registration fees, owed and either paid the penalty or completed the coursework required under Section 21-14 of the School Code [105 ILCS 5/21-14]. Until that time, the professional educator license endorsed for an administrative position may be renewed only if the individual pays any back fees owed and presents evidence of having made up activities missed during the preceding renewal cycle by completing the requirements of subsection (e)(5)(A) of this Section, subsection (e)(5)(B) of this Section, or both, as applicable.

    A) The licensee shall complete two Administrators' Academy courses for each year during which he or she failed to complete one, if not already made up as discussed in subsection (d)(1) of this Section.

    B) If the licensee fails to complete the applicable number of professional development activities or hours, he or she shall complete the balance of that requirement and ten additional hours of professional development meeting the requirements of subsections (b) and (c) of this Section.

f) Appeal to SEPLB
Within 14 days after receipt of notice from the State Superintendent that his or her license will not be renewed based upon failure to complete the requirements of this Section, a licensee may appeal that decision to the SEPLB by submitting a letter requesting a hearing to the State Board of Education.

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

   A) Appeals shall be addressed to:

      State Educator Preparation and Licensure Board Secretary
      100 North First Street
      Springfield, Illinois 62777

   B) No electronic or facsimile transmissions will be accepted.

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

2) In addition to the appeal letter, the licensee shall submit the following material when the appeal is filed:

   A) evidence that he or she has satisfactorily completed the required types and quantity of activities; and

   B) any other relevant documents.

3) The SEPLB shall review each appeal regarding renewal of a license in order to determine whether the licensee has met the requirements of this Section. The SEPLB may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:

   A) the regional superintendent’s rationale for recommending nonrenewal of the license, if applicable;

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

   C) the State Superintendent's rationale for non-renewal of the license.
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4) If the SEPLB holds an appeal hearing, it may request the licensee to appear before it, in which case no less than ten days' notice of the date, time, and place of the hearing shall be given to the affected individual.

5) The licensee shall submit to the SEPLB such additional information as the SEPLB determines is necessary to decide the appeal.

6) The SEPLB shall notify the licensee of its decision regarding license renewal by certified mail, return receipt requested, no later than 30 days after reaching a decision. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region's institute fund.

7) The SEPLB shall not renew any license if information provided on the statement of assurance makes the holder subject to the requirements of any of Sections 25.485 through 25.491 of this Part. The decision of the SEPLB is a final administrative decision and shall be subject to administrative review as set forth in Section 21B-90 of the School Code [105 ILCS 5/21B-90].

g) Proportionate Reduction; Part-Time Service

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

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

2) The number of hours required under subsection (c) of this Section shall also be reduced by 50 percent with respect to periods of time when a licensee is serving on an administrative endorsement only and performing services for less than 50 percent of the school day or school term, unless the individual is one whose continued retirement status is subject to the limitations of Section 16-118 of the Illinois Pension Code [40 ILCS 5/16-118]. Each of these individuals shall be subject only to the requirement...
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for completion of one Administrators' Academy course for each year during which he or she is employed on the administrative endorsement, provided that his or her employment does not exceed the limitations of Section 16-118.

h) An individual who performs services on an administrative endorsement and concurrently also on some other type of endorsement affixed to the professional educator license to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

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

Section 25.345  Endorsement for Chief School Business Official

This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

a) Each candidate for the chief school business official's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate, other than a candidate whose master's degree was earned in business administration, finance, or accounting (Section 21B-25(2)(c) 21-7.1(e)(3) of the School Code [105 ILCS 5/21B-25(2)(c) 21-7.1(e)(3)]), shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have:

1) two years' full-time administrative experience in school business management (Section 21B-25(2)(c) 21-7.1(e)(3) of the School Code); or

2) two years of university-approved practical experience.

c) Each candidate whose master's degree was earned in business administration, finance, or accounting shall complete an additional six semester hours of internship in school business management from a regionally accredited
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institution of higher education (Section 21B-25(2)(c) 21-7.1(e)(3) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer. Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills pursuant to Section 25.720 of this Part.

e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for chief school business official.

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

SUBPART F: GENERAL PROVISIONS

Section 25.400  Registration of Licenses; Fees

Section 21B-40 of the School Code [105 ILCS 5/21B-40] requires the registration of an individual's educator license (i.e., professional educator license, educator license with stipulations or substitute teaching license) and establishes the amount of the registration fee to be paid for each full or partial year in the license's validity period. An individual shall register the license immediately (i.e., no later than six months) after the date on which the license initially was issued and between April 1 and June 30 in the last year at the beginning of each 5-year renewal cycle (i.e., July 1). (See Sections 21B-40(a)(4) and 21B-45(k) of the School Code.) Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

a) An individual shall pay a separate fee to register each license held (i.e., professional educator license, educator license with stipulations or substitute teaching license) for the license's period of validity (i.e., the time period during which the license is valid). An individual who does not hold an educator license
but who has an approval issued pursuant to this Part is not subject to the requirements of this Section.

b) An individual is required to register his or her license in each region where he or she teaches or in any county of the State, if the individual is not yet employed, but is required to pay a registration fee in only one region. Therefore, an individual who moves from one region to another after paying a registration fee for a particular period of time:

1) shall be required to register his or her license in the new region; but

2) shall not be required to pay any additional registration fee.

c) When a registration fee is paid, the amount due shall be the amount required to register the license for its entire period of validity.

d) Pursuant to Section 25.450 of this Part, a licensee may immediately reinstate renewal the license if it has lapsed (i.e., been expired for a period of six months or more due to failure to register the license) by payment of all accumulated registration fees and either payment of the penalty or completion of the coursework required under Section 21B-45 of the School Code. The amount due for each year in the renewal cycle shall be the fee that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.

e) The provisions of subsection (d) do not apply to individuals who are ineligible to register their licenses due to the renewal requirements set forth in Section 21B-45 of the School Code and Subpart J not being met by September 1 of the year in which the license expired. A license subject to this subsection (e) shall be immediately (i.e., within six months) reinstated:

1) upon payment of all accumulated registration fees;

2) either payment of the penalty or completion of the coursework required under Section 21B-45, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and

3) completion of any outstanding professional development activities required for renewal.
The amount of the fee that was in effect for any given year shall remain in effect for that year, regardless of when the fee is paid.

In accordance with Section 21B-45(e)(5), a licensee working in a position that does not require a professional teaching license or an educator license with stipulations or working in a position for less than 50 percent of full-time equivalency for any particular school year is considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license.

In accordance with Section 21B-45(e)(6), a licensee with a license in retired status shall not be required to pay registration fees until returning to a position that requires educator licensure, at which time the licensee shall immediately pay a registration fee and complete renewal requirements for that year. (See Subpart J regarding renewal requirements.)

An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and a charter school. (Section 21B-45(a) of the School Code)

The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more licenses shall have the effect of extending the period of validity of any other license that is subject to additional renewal requirements that have not been met.

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

Section 25.450 Lapsed Licenses

A lapsed license is a professional educator license or an educator license with stipulations endorsed for career and technical educator for which renewal requirements have not been completed one that has not been registered or renewed by September 1 of the year in which it expired, or a professional educator license or an educator license with stipulations endorsed for paraprofessional educator that has not been registered for a period of six or more months since the expiration of its last registration. For purposes of this Section, the licenses listed in subsections (a)(1) through (3) do not lapse.
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1) A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.

2) A substitute teaching license issued under Section 21B-20(3) of the School Code.

3) An educator license with stipulations issued under Section 21B-20(2) of the School Code endorsed in an area other than career and technical educator or paraprofessional educator.

b) In accordance with Section 21B-45(a) 21-14(a) of the School Code, a lapsed license shall be immediately (i.e., within six months) reinstated renewed if the individual pays any back fees, including all registration fees, that he or she owes and either:

1) pays a $500 penalty or, if the individual holds only an educator license with stipulations endorsed for paraprofessional educator, a $150 penalty; or

2) provides evidence of completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement area or areas [105 ILCS 5/21B-45(b) 21-14(a)], which shall not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3) of this Section. For the purposes of this subsection (a)(2), coursework may include content or methods classes for cross-categorical special education, reading, English language learners (i.e., bilingual education, English as a Second Language or English as a New Language); and

3) for those licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements, completes all outstanding professional development activities required for renewal.

c) The penalty referenced in subsection (b)(1) (a)(1) of this Section cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:
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1) if the license expired due to failure to pay registration fees and the license has not yet lapsed,

A) waiting six months before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or (a) of this Section

B) paying all registration fees owed; or

2) if the expired license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements and/or paying all registration back fees owed.

d)e) Any coursework completed within five years prior to the date in which an applicant submits a renewal request may be counted toward meeting the requirements of subsection (b)(2) (a)(2) of this Section.

d) An individual whose license has lapsed due to failure to complete any renewal requirements set forth in Section 21-14, 21-7.1 or 21-25 of the School Code and this Part is not required to complete those requirements in order to reinstate his or her license, provided that he or she completes one of the options set forth in subsection (a) of this Section.

e) Certificates issued between July 1, 1929 and July 1, 1951 and exchanged for a professional educator license do not lapse.

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

Section 25.475 Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)

Special provisions shall apply when an individual is performing services on multiple endorsements on a professional educator license of different types that are subject to renewal requirements, i.e., teaching, school support personnel and administrative. The provisions of this Section also apply to individuals who hold an educator license with stipulations endorsed for career and technical educator. Completion of one set of requirements shall suffice for renewal of all the affected endorsements types on the professional educator license.

a) When two types of endorsements or licenses are being used at the same time, the endorsement type used by the individual for 50 percent or more of the school day
or school term shall govern the continuing professional development required of the individual with respect to that period of time.

1) Example: An individual who performs duties on the administrative endorsement on professional educator license for 60 percent of the time and teaches for 40 percent of the time on an endorsement for a teaching field or educator license with stipulations endorsed for career and technical educator shall be subject only to the requirements of Section 25.315 of this Part with regard to continuing professional development.

2) Example: An individual who serves on a school support personnel endorsement for 60 percent of the time and performs duties on the administrative endorsement for 40 percent of the time shall be subject only to the requirements of Section 25.275 of this Part with regard to continuing professional development.

3) Example: An individual who performs services for 50 percent of the time on an educator license with stipulations endorsed for career and technical educator and 50 percent of the time on a school support personnel endorsement on a professional educator license shall choose either the requirements of Section 25.70 or those of Section 25.275 of this Part to fulfill.

b) If an individual is serving on more than two types of endorsements or licenses at the same time, he or she shall be subject to the requirements that apply to the endorsement or license type used for the greatest share of the time. If multiple endorsement or license types are used for equivalent shares of an individual’s time, the individual shall choose one set of requirements to fulfill.

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

Section 25.497 Supervisory Endorsements

A professional educator license endorsed for any of the areas listed in Section 25.43(a) of this Part or school support personnel may be endorsed for supervision in accordance with the provisions of Section 21-4 or 21-25 of the School Code, as applicable, provided that the licensee completes eight semester hours of graduate professional education, which required by the relevant Section shall include at least one course that relates primarily and explicitly to the supervision of personnel and one course that relates primarily and explicitly to the administration
and organization of schools. A supervisory endorsement affixed to a professional educator license shall be identified by subject area, to reflect the individual’s major area of specialization.

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

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section 25.550 Approval of Educational Interpreters

Each educational interpreter who serves students with hearing loss in the public schools shall be of good character, as defined in Section 21B-15 of the School Code. Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis. Each educational interpreter shall hold a high school diploma or its recognized equivalent and a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or for cued speech interpreting. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the School Code for those applicants who hold a professional educator license; and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

1) Each applicant for approval as an educational interpreter either for sign language interpreter or cued speech interpreter shall:

A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or

B) hold an associate's degree issued by a regionally accredited institution of higher education; or

C) hold a high school diploma and have achieved the score identified as passing by the Illinois State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b) of this Part; or
D) hold a high school diploma and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID).

2) Each applicant for approval as a sign language interpreter also shall have:

A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA); or

B) maintained a valid certification from the RID; or

C) maintained a valid Illinois Board for Evaluation of Interpreters (ILBEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission.

3) Each applicant for approval as a cued speech interpreter also shall have attained Transliteration Skills Certification at Level 3 or above.

4) If the applicant is unable to provide evidence of meeting one of the criteria set forth in subsection (a)(2) of this Section, a one-time, interim approval shall be granted if each of the following conditions are met. The interim approval is valid until June 30 following two years of the approval being issued. The provisions of this subsection (a)(4) shall not apply to individuals who held initial approval issued prior to June 30, 2013.

A) The applicant shall provide evidence of meeting one of the criteria listed in subsection (a)(1) of this Section.

B) The applicant shall have attained a rating of at least Level 3.0 on the EIPA.

b) Validity; Renewal

Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 clock hours of continuing professional development activities units (CPDUs). The number of CPDUs to be awarded for completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable.
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c) Continuing Professional Development

1) An individual may accrue clock hours of continuing professional development in accordance with the provisions of Section 25.875(k) by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:

   A) are designed to improve the skills and knowledge of interpreters for the deaf; or

   B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860 of this Part and address educational concerns.

2) An individual may accrue the required clock hours of continuing professional development in accordance with the provisions of Section 25.875(i) by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. Clock hours will be credited based on 1 semester hour of college coursework being equivalent to 15 clock hours of professional development activities.

3) Evidence of Completion

   A) Along with his or her statement of approval, each individual who will be required to complete continuing education as a condition of renewal shall electronically sign a statement of assurance in ELIS attesting to completion of the required activities and record the activities completed. For any activity completed under subsection (c)(1) of this Section, the individual shall present the evidence of completion form provided by the entity organizing the event, except that the organizer's signature on the log form shall suffice in cases where participants receive no other written verification of their attendance.

   B) As evidence of completion of college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.
C) An educational interpreter who earned continued professional development units (CPDUs) on or before June 30, 2014 shall have those CPDUs converted to clock hours in accordance with Section 25.800(d).

d) Revocation or Suspension of Approval or other Permissible Sanction

The provisions of Section 25.510(e) of this Part shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

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

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES ENDORSED IN A TEACHING FIELD

Section 25.800 Professional Development Required (Beginning July 1, 2014)

a) Pursuant to Section Sections 21-14 and 21B-45 of the School Code [105 ILCS 5/21-14 and 21B-45], renewal of professional educator licenses endorsed in a teaching, administrative or school support personnel field is contingent upon licensees' presentation of proof of continuing education or professional development activities. For the purposes of this Subpart J, "5-year renewal cycle" for any license shall include the time from the date the license was initially issued to June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years the terms "continuing education" and "professional development" shall be considered synonymous. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete.

b) Except as provided in Section 25.880 of this Part and in subsection (c) (4) of this Section, renewal of an individual's professional educator license endorsed in a teaching field shall require the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21B-45 21-14 of the School Code [105 ILCS 5/21-14], as modified by Section 21-2(c)(8) of the School Code [105 ILCS 5/21-2(c)(8)] if applicable. Each licensee shall:

1) enter the information required by Section 21B-45(e) of the School Code into ELIS within the timelines specified maintain the required form of evidence of completion for each activity completed, as specified in
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Sections 25.805, 25.865, and 25.875 of this Part, throughout the period of validity that follows the renewal of the license based on completion of the activities documented; and

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

e) A licensee with multiple endorsements shall complete professional development activities that address the endorsement or endorsements that are required for his or her licensed teaching position, if the licensee is employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, or that endorsement or those endorsements most closely related to his or her teaching position, if the licensee is employed in a charter school [105 ILCS 5/21-14(e)(2)]. An individual who performs services on a professional educator license endorsed for a teaching field and concurrently also on some other type of license or endorsement on the professional educator license to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

c) A Professional Educator License Endorsed for School Support Personnel

1) Any licensee who holds a professional educator license endorsed for school support personnel who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional Regulation related to his or her school support personnel endorsement area may renew his or her professional educator license by paying only the registration fees required under Section 21B-40 of the School Code. (See Section 21B-45(l) of the School Code.) For purposes of this subsection (c), "related to" a school support personnel area shall be:

A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];

B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];

D) for a school speech and language pathologist (school support personnel endorsement only (i.e., nonteaching)), a license issued under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110];

E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and

F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].

2) A speech-language pathologist or audiologist who is licensed under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110] and has met the continuing professional development requirements of that Act and the rules of the Illinois Department of Professional Regulation at 68 Ill. Adm. Code 1465 shall be deemed to have satisfied the requirements of this Subpart J. (Section 21-14(e)(2) of the School Code) Upon application for renewal of a professional educator license endorsed in school support personnel, the licensee a speech-language pathologist licensed as provided in this subsection (d) shall indicate in ELIS whether he or she holds a current and active professional development requirements for that license were met.

3) Any licensee who holds the professional educator license endorsed for school support personnel and does not hold one of the other professional licenses listed in subsection (c)(1) shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J.

4) Any licensee who holds a professional educator license endorsed in a teaching field and speech-language pathologist but does not hold a school support personnel endorsement shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J regardless of whether he or
she also holds a current and active professional license identified in subsection (c)(1)(D).

d) Credit for CPDUs Earned Prior to July 1, 2014

Any licensee who earned continuing professional development units (CPDUs) by completing any of the activities listed in Section 25.875 prior to July 1, 2014 shall have those CPDUs converted to clock hours as set forth in this subsection (d) and have those CPDUs credited to the 5-year renewal cycle during which the CPDUs were completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned CPDUs prior to July 1, 2014 and has not entered those into ELIS shall do so using the conversion set forth in this subsection (d).

1) One CPDU earned shall equal one clock hour of professional development activities.

2) One semester hour of college coursework related to education from a regionally accredited institution (i.e., completion of an advanced degree, receipt of a subsequent endorsement, completion of coursework in an undergraduate or graduate program) shall equal 15 clock hours of professional development activities.

3) Except as provided in subsection (e)(7) or (e)(8), if the total credit received in the conversion from CPDUs to clock hours is fewer than 120 clock hours, the licensee shall complete a sufficient number of professional development activities, as required under Section 21B-45 of the School Code and this Subpart J, as may be necessary to reach 120 clock hours before the end of his or her 5-year renewal cycle.

e) Credit for Certain Activities Completed Prior to September 1, 2014

Certain activities completed before August 31, 2014 shall qualify a licensee as meeting all or a portion of the 120 clock hours of professional development required and shall be attributed to the 5-year renewal cycle in which the activity was completed. For each subsequent 5-year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned credit for activities completed prior to September 1, 2014 shall enter his or her completed credit into ELIS, noting the activity completed and the credit earned, as set forth in this subsection (e).
1) Completion of all requirements for an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 120 clock hours of professional development. The degree must be conferred no later than December 31, 2014 in order to qualify under this subsection (e)(1).

2) Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development.

3) Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 120 clock hours of professional development. The endorsement must be issued no later than December 31, 2014 to qualify under this subsection (e)(3).

4) Becoming "highly qualified" in an additional teaching area may be used to fulfill 120 clock hours of professional development. The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the 5-year renewal cycle to which the professional development credit is attributed.

5) Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 120 hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and included demonstration of performance through the activities listed in this subsection (e)(5) for each of the Illinois Professional Teaching Standards set forth in 23 Ill. Adm. Code 24 (Standards for Illinois Teachers).

A) Observation, by the course instructor or another experienced teacher, of the teacher's classroom practice for the purpose of identifying and describing how the teacher:
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i) made content meaningful for students;

ii) motivated individuals and the group and created an environment conducive to positive social interactions, active learning and motivation;

iii) used instructional strategies to encourage students' development of critical thinking, problem-solving and performance;

iv) communicated using written, verbal, nonverbal and visual communication techniques; and

v) maintained standards of professional conduct and provided leadership to improve students' learning.

B) Review and analysis by the course instructor or another experienced teacher of written documentation prepared by the teacher for at least two lessons that provides evidence of classroom performance related to the Illinois Professional Teaching Standards, with an emphasis on how the teacher:

i) used his or her understanding of students, assessment data and subject matter to determine learning goals;

ii) designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards set forth in 23 Ill. Adm. Code 1.Appendix D;

iii) adapted or modified curriculum to meet individual students' needs; and

iv) sequenced instruction and designed or selected student assessment strategies.

C) Demonstration of professional expertise on the part of the teacher in reflecting on his or her practice in terms of teaching strengths, weaknesses and implications for improvement according to the Illinois Professional Teaching Standards.
6) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and addressed the five core propositions of NBPTS and relevant standards through the activities described in subsection (e)(5), except that references to the Illinois Professional Teaching Standards shall be understood to mean NBPTS.

7) A licensee who holds a master's degree in an education-related field reduces the 120 clock hours of professional development required by 40 clock hours.

8) A licensee who holds a second master's degree, an education specialist or a doctorate in an education-related field or who has attained NBPTS master teacher designation reduces the 120 clock hours of professional development required by 80 clock hours.

9) A licensee with a school support personnel endorsement who holds one of the certifications specified in this subsection (e)(9) shall be deemed to have satisfied the continuing professional development requirements.

A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;

B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;

C) Nationally Certified Counselor from the National Board for Certified Counselors; or

f) Holders of a professional educator license who are working solely in a substitute teaching capacity are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.

g) The ending date of the licensee's 5-year renewal cycle in effect on July 1, 2014 is not changed by the provisions of this Subpart J.

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

Section 25.805 Continuing Professional Development Options

a) Except as provided in subsections (b) through (h) of this Section, professional development activities shall generate credit for purposes of renewal of a professional educator license endorsed in a teaching, administrative or school support personnel field only if they address one or more of the criteria purposes identified in Section 21B-45(d) 21-14(e)(2) of the School Code. For the purposes of this Subpart J: The following proportions apply to the distribution of professional development activities devoted to the needs of serving students with disabilities, including adapting and modifying the curriculum related to the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D) to meet the needs of students with disabilities and serving such students in the least restrictive environment (Section 21-14(e)(2)(E) of the School Code).

1) "Sustained period of time" shall mean professional development that includes structured opportunities for educators to apply what they have learned in real-life situations and/or professional development offered over a course of two or more sessions. For special education teachers, as defined in Section 25.807(a) of this Part, 50 percent of the activities must be devoted to these purposes.

2) "Licensee's performance" shall mean professional development identified by the licensee, school or district that is designed to improve the licensee's knowledge and skills relative to district or school performance and/or student achievement. For teachers holding a professional educator license endorsed for a teaching field other than those for special education, 20 percent of these activities must be devoted to these purposes.

A) Topics to be addressed shall include multi-modality instruction, applied techniques for teaching academic content, making
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adaptations and modifications to the curriculum, managing student behavior, and team teaching.

B) An identified portion of at least one activity shall address adapting and modifying curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities.

3) "State-approved standards" shall mean the standards applicable to the licensee's credential, as set forth in Section 25.115(e).

4) "Related to student growth or district improvement" shall mean professional development identified by the teacher, school or district that would contribute to improvements in academic achievement of students in the licensee's classroom or for the school and district as a whole, as may be identified in the school or district improvement plan.

5) "Higher education coursework" shall mean coursework completed at a postsecondary institution.

b) Endorsements in a Teaching Field or for School Support Personnel

Any licensee shall complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. (Section 21B-45(e)(1) of the School Code) Completion of an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)])

c) Administrative Endorsements

1) Any licensee holding a professional educator license endorsed in an administrative field who is working in a position that requires this credential shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 clock hours of professional development activities during each 5-year renewal cycle (Section 21B-45(e)(3) of the School Code). Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to
address the purpose described in Section 21-14(e)(2)(A) of the School Code. (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)])

2) Beginning in his or her first full 5-year renewal cycle, any licensee holding a professional educator license endorsed in an administrative field who is employed in an Illinois public or State-operated school or cooperative or charter school and is not working in a position requiring the administrative credential is subject to the requirement of subsection (b) and shall complete one Illinois Administrators' Academy course during each 5-year renewal cycle.

A) The licensee is subject to this subsection (c) in each 5-year renewal cycle in which he or she has held the administrative endorsement for at least one year and was employed on a full-time basis in each year of the 5-year renewal cycle.

B) The Illinois Administrators' Academy course may count toward the 120 hours of professional development required in each 5-year renewal cycle on a clock-hour basis (Section 21B-45(e)(2) of the School Code) or toward the 60 hours of professional development required under subsection (d).

d) Master Teacher Designation

Any licensee holding a Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) master teacher designation shall complete a total of 60 clock hours of professional development per 5-year renewal cycle. (Section 21B-45(e)(4) of the School Code) (Also see Section 25.832.) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The presence of an individual's name on NBPTS' composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.

1) If the master teacher designation is removed during a 5-year renewal cycle, the licensee shall complete at least 20 percent of the professional development required in this Section for each year in which the master teacher designation was not held. (Also see Section 25.832.)
2) Any licensee whose master teacher designation is removed shall be subject to the full renewal requirements that would apply to his or her endorsement area for the 5-year renewal cycle subsequent to the cycle in which the designation was removed.

e) Teacher Leader Endorsements

Any licensee holding a professional educator license endorsed for Teacher Leader issued pursuant to Section 21B-25(2)(E) of the School Code and Section 25.32 of this Part who is working in an administrative capacity at least 50 percent of the school day shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the School Code) Licensees not working in administrative positions or those holding Teacher Leader endorsements received on or before December 31, 2012 are subject to the requirements of subsection (b) rather than this subsection (e). Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(K) of the School Code [105 ILCS 5/21-14(e)(3)(K)])

f) Multiple Endorsements

1) Licensees who are performing services on one or more endorsements during a given renewal cycle are subject to the requirements of this subsection (f). The provisions of this subsection (f) also apply to individuals who hold and are performing services on both an educator license with stipulations endorsed for career and technical educator and a professional educator license.

2) When two or more endorsements are being used during a renewal cycle, the licensee shall complete renewal requirements in proportion to each year that he or she worked on a given endorsement or license.

A) Example: If the holder of a professional educator license endorsed for both teaching and administrative fields worked one year as a principal and four years as a teacher, he or she would complete 20 percent of the requirements set forth in subsection (c) (including completion of one Administrators' Academy) applicable to the year in which the educator served as principal and 80 percent of the
requirements set forth in subsections (b) or (d) applicable to the years that the educator served as a teacher.

B) Example: If the holder of a professional educator license endorsed for both an administrative field and school support personnel worked for one year as an administrator and four years in a school support position, he or she would complete 20 percent of the requirements set forth in subsection (c) (including completion of one Administrators' Academy) applicable to the year that the educator served as an administrator and 80 percent of the requirements set forth in subsections (b), subject to any exemption allowed under Section 25.800(c), applicable to the years in which the educator served in a school support position.

g) Retired Status

Any licensee whose license is in retired status, as defined in Section 21B-45(e)(6) of the School Code, and who returns to a position for which educator licensure is required, shall complete at least 20 percent of the professional development required for his or her endorsement area as provided under subsections (b) though (e) for each year in which he or she is employed for 50 percent or more of full-time equivalency and any Administrators' Academy courses as may be required. (Also see Section 25.880(h).) Becoming "highly qualified" in an additional teaching area may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(L) of the School Code [105 ILCS 5/21-14(e)(3)(L)]) The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D to this Part. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the period of validity to which the professional development credit is attributed.

g) Successful completion of four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(e)(2)(B) of the School Code [105 ILCS 5/21-2(e)(2)(B)] and Section 25.820 of this Part. (Section 21-14(e)(3)(M) of the School Code [105 ILCS 5/21-14(e)(3)(M)])
h) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)] and Section 25.825 of this Part. (Section 21-14(e)(3)(N) of the School Code [105 ILCS 5/21-14(e)(3)(N)])

i) Except as specified in Section 25.807 of this Part, completion of 120 continuing professional development units ("CPDUs"; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement, subject to the provisions of subsection (a) of this Section.

j) A licensee may choose any combination of the types of activities described in subsections (b) and (h) of this Section, provided that the total effort represents the equivalent of 120 CPDUs. For purposes of calculating combinations from different categories, one semester hour of college credit shall be considered the equivalent of 15 CPDUs.

k) The provisions of subsections (c), (i), and (j) of this Section shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when the professional educator license has been maintained valid and exempt and shall also be subject to any applicable reductions provided in Section 21-2(c)(8) of the School Code for any individual whose statement of assurance for license renewal is received or processed on or after July 1, 2004. (See Section 25.880 of this Part.)

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

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

(Source: Amended at 38 Ill. Reg. _______, effective _________)
Section 25.807 Additional Specifications Related to Professional Development Activities of Special Education Teachers (Repealed)

a) For purposes of this Subpart J, a "special education teacher" is any teacher who holds an Illinois professional educator license endorsed in accordance with Section 21B-25(F) of the School Code [105 ILCS 5/21B-25(F)] and provides services using that license to special education students pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 226 (Special Education), including those serving pursuant to 23 Ill. Adm. Code 226.810 and 226.820; those serving pursuant to Section 25.48 of this Part when applicable; and those substitute teaching in special education programs for more than 90 paid school days or 450 paid school hours in any one district in any one school term.

b) Special provisions apply to special education teachers' compliance with the required distribution of credits stated in Section 25.805(i) of this Part. That is, not only must at least half the number of credits needed by each special education teacher be earned with respect to activities that address the purposes described in Section 25.805(a) of this Part, but also:

1) if a teacher's activities are based upon an assignment for which the LBS I endorsement or approval is required, and if the individual holds a limited credential, the activities used to address Section 21-14(e)(2)(A) of the School Code (areas of licensure) [105 ILCS 5/21-14(e)(2)(A)] shall either:

A) relate to the needs of students with disabling conditions other than the conditions reflected by the individual's pre-existing endorsements or approvals; or

B) be designed to broaden the teacher's preparation to serve students with all the disabilities encompassed by the LBS I credential, with reference to specific standards among those set forth in 23 Ill. Adm. Code 28.200; and

2) except as provided in subsection (d) of this Section, at least the amount of credit each special education teacher needs to devote to Purpose B (the State priorities) in order to reach the 50 percent threshold in combination with the credits attributed to Purpose A shall be devoted to the State priority of special education; and
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3) Some portion of the activities used by each special education teacher to fulfill Purpose A or B shall address adapting and modifying curriculum related to the Illinois Learning Standards (see Public Schools Evaluation, Recognition and Supervision, 23 Ill. Adm. Code 1, Appendix D) to meet the needs of students receiving special education; and

4) A special education teacher whose activities provide exclusively for semester hours of college credit shall devote the portion that is required to address the purpose set forth in Section 21-14(e)(2)(A) to the study of content area standards in special education, i.e., any of the standards set forth in 23 Ill. Adm. Code 28.200 through 28.370.

e) A teacher who becomes a special education teacher for one or more semesters during his or her license's period of validity shall be subject to the requirements of this Section in proportion to that period of time.

1) An individual shall be considered a special education teacher for any semester during which he or she meets the definition set forth in subsection (a) of this Section for at least 45 school days.

2) In compliance with Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)] and Section 25.830 of this Part, the individual shall submit his or her statement of assurance attesting to the completion of the professional development activities required under this Subpart J to the regional office of education or the local professional development committee (LPDC), as applicable.

3) The regional office of education or LPDC, as applicable, shall maintain a record of the semesters during which any licensee for whom it is responsible is a special education teacher.

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

Section 25.810 State Priorities (Repealed)

The "State priorities" referred to in Section 21-14(e)(2)(B) of the School Code shall periodically be identified by the State Board of Education.

a) No later than 60 days after the State Board votes to establish or change the list of these priorities, the agency shall so notify each school district superintendent.
each regional superintendent of schools, and any organization that requests notification. This notice shall include a list of the priorities and state the date upon which the list takes effect.

b) A licensee who has completed activities that address one or more of the State priorities shall be allowed to count their completion toward fulfilling the requirements of this Subpart J, even if changes are made to the list of priorities during his or her license's period of validity.

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

Section 25.820 Requirements for Coursework on the Assessment of One's Own Performance (Repealed)

Completion of at least four semester hours of graduate-level coursework on the assessment of one’s own performance as a means of receiving credit for the continuing professional development shall be subject to the requirements of this Section.

a) Only coursework offered by an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit shall qualify for this purpose. (Section 21-2(c)(2)(B) of the School Code)

b) An eligible entity that offers or plans to offer coursework that will result in candidates' receiving credit for continuing professional development shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework includes the activities required by Section 21-2(c)(2)(B) of the School Code.

c) The State Board of Education, in consultation with the SEPLB, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice, in accordance with the requirements of this subsection (c).

1) Each participant's teaching practice shall be observed on at least one occasion, either in person or through videoconferencing or videotapes, either by the course instructor or by a designee identified by the instructor who:
A) holds, or at the time of his or her retirement held, a professional educator license endorsed in a teaching field or its predecessor standard or master teaching certificate; or

B) has completed training covering the following:

i) Content Knowledge and Pedagogy;

ii) Adult Learning Theory;

iii) Verbal and Non-Verbal Communication Skills;

iv) Attributes and Styles of Positive Critiques;

v) Classroom Observation Skills Related to Assessment of Performance;

vi) Strategies for Providing Constructive Feedback and Social Support;

vii) Problem-Solving Skills; and

viii) Formative Assessment and Self-Assessment; or

C) in the judgment of the course instructor, has the knowledge and skills required in order to provide appropriate feedback to new teachers regarding their teaching practice.

2) Each participant shall assemble sufficient written lesson plans, assignments to students, samples of students' work responding to the assignments, and assessment instruments used with respect to the assignments to provide evidence of his or her performance with respect to all the standards set forth in 23 Ill. Adm. Code 24.100(a) through (i) (Illinois Professional Teaching Standards), provided that the material required by this subsection (e)(2) shall be presented for no fewer than two separate lessons, at least one of which is the subject of an observation conducted pursuant to subsection (e)(1) of this Section. The participant shall also provide a written discussion of how the material assembled relates to each of the Illinois Professional Teaching Standards referred to
in this subsection (c)(2), with emphasis on the aspects listed in Section 21-2(c)(2)(B)(ii) of the School Code [105 ILCS 5/21-2(c)(2)(B)(ii)]. In using students' work for this purpose, participants shall ensure that students are not identifiable or shall obtain consent for the release of the students' work in keeping with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the rules for Student Records (23 Ill. Adm. Code 375).

3) The course instructor or a designee who meets the requirements of subsection (c)(1) of this Section shall review the documentation submitted by the participant and provide written feedback regarding the new teacher's strengths and weaknesses, factors to consider, and techniques with potential for improving the new teacher's practice.

4) For each of the two lessons documented under subsection (c)(2) of this Section, each participant shall prepare his or her own written analysis of the strengths and weaknesses revealed by the applicable documentation and the implications of that analysis for improving his or her teaching in relation to the Illinois Professional Teaching Standards.

5) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.

d) As evidence of completion, the individual shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

e) An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(B) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

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

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Section 25.825 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)

Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NBPTS as a means of receiving credit for continuing professional development shall be subject to the requirements of this Section:

a) Only coursework offered by an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit shall qualify for this purpose. (Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)])

b) An eligible entity that offers or plans to offer coursework that will result in candidates' eligibility for continuing professional development credit shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework addresses the five "core propositions" that guide the National Board's certification initiatives.

1) Teachers are committed to students and their learning.

2) Teachers know the subjects they teach and how to teach those subjects to students.

3) Teachers are responsible for managing and monitoring students' learning.

4) Teachers think systematically about their practice and learn from experience.

5) Teachers are members of learning communities.

c) The State Board of Education, in consultation with the SEPLB, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice in light of applicable standards, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice.

1) These required elements may be provided either by means of the activities described in Section 25.820(e)(1) through (e)(4) of this Part or by using
another sequence of activities that is designed to provide beginning teachers with direct feedback from experienced teachers and a structure for reviewing their own teaching in light of this feedback and in light of their students' performance.

2) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.

d) As evidence of completion, the individual shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for continuing professional development credit under this Section.

f) An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(C) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

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

Section 25.830 Verification of Completed Activities; Statement of Assurance for Renewal Process of Licenses

No sooner than September 1 and no later than April 1 of the final year of his or her license's period of validity and using a format supplied by the State Board of Education, each licensee shall submit to the responsible LPDC, if any, a statement of assurance required for the renewal of his or her professional educator license endorsed in a teaching field. Any individual for whom no responsible LPDC is in operation, including any individual who is not employed in the public schools at the time the statement of assurance is submitted, shall submit the required materials to the regional superintendent of schools. Access to these documents shall be limited to the licensee and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to
these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

a)  A licensee shall enter any professional development credit earned on or after July 1, 2014 within 60 days after completing a professional development activity. The licensee shall enter electronically into ELIS the name, date, and location of the activity, the number of professional development hours earned, and the provider's name. Provide a statement of assurance regarding the professional development activities completed, including a list of the activities, the provider offering each, the number of credits earned for each, and the purpose or purposes to which each activity is attributed. (Section 21B-45(e) 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)]) except that:

1) any Illinois Administrators' Academy course completed shall be entered by the provider rather than the licensee; and

2) a licensee who holds both a professional educator license endorsed in school support personnel and one of the professional licenses listed under Section 25.800(c) shall indicate in ELIS if his or her professional license is active and current.

b) Beginning July 1, 2015, a licensee who fails to enter into ELIS his or her completed professional development within the timeline set forth in subsection (a) shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements. A licensee who wishes to receive evidence of an LPDC's receipt of his or her statement of assurance shall include a receipt for the LPDC's use.

c) A licensee who fails to complete an Administrators' Academy course in a given fiscal year as required by Section 21B-45(e)(2) or (3) of the School Code shall be required to complete two courses for each one missed. He or she may complete these courses at any time during the remainder of the 5-year renewal cycle or prior to the reinstatement of a license that has lapsed pursuant to Section 25.450 of this Part.

d) Accumulation of the number of hours of professional development activities required under Section 21B-45(e) of the School Code and entering them into ELIS Submission of this statement of assurance shall not entitle the licensee to renewal of the license. Renewal of the licensee's license shall be determined by the State Superintendent of Education SEPLB.
e) In accordance with Section 21B-45(e)(5), licensees who are working in positions that do not require a professional educator license and those who are working in positions that require a professional educator license for less than 50 percent of full-time equivalency in a school year are "exempt" and do not have to complete professional development activities; however, prior to renewing the license, the licensee shall record that status in ELIS indicating the starting and ending date of the exemption and the reason the exemption was requested. (See Section 25.880.)

f) A licensee whose professional educator license is in "retired status", as defined in Section 21B-45(e)(6) of the School Code, is not subject to renewal requirements; however, prior to renewing the license, the licensee shall record that status in ELIS. The licensee's "retired" status shall take effect in the next full 5-year renewal cycle following the cycle in which the licensee retired. The licensee shall complete and record in ELIS the professional development required to be completed in the 5-year renewal cycle during which the licensee retired (i.e., at least 20 percent of the total professional development required in the 5-year renewal cycle for each year in which the license was valid and active).

g) A licensee who does not enter all of his or her professional development activities prior to September submit the statement of assurance by April 1 of the year in which the 5-year renewal cycle ends may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her license.

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

Section 25.832 Validity and Renewal of NBPTS Master Teacher Designation

a) When an Illinois licensee successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master teacher designation. However, a holder of a master teacher designation may also use completion of the NBPTS' process for renewal of certification (as distinct from renewal of NBPTS certification) to fulfill 100% of the requirement for continuing professional development.

b) The holder of an NBPTS master teacher designation whose certification through the NBPTS is not renewed shall have the designation removed from his or her professional educator license.
c) Since NBPTS certification is valid for 10 years, any master teacher designation on a professional educator license shall be renewed automatically on that license once the individual has held the designation for five years. An individual shall meet the requirements of subsection (a) of this Section in order to renew the designation after holding the designation for 10 years.

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

Section 25.835 Request for Extension Review of and Recommendation Regarding Statement of Assurance for Renewal

Section 21B-45(e)(9) of the School Code allows a licensee who is unable to complete the required professional development by September 1 of the year in which the license has expired, due to professional development opportunities being unavailable, to request that the SEPLB extend the deadline for completing the outstanding professional development beyond August 31 of that year.

a) A written request for an extension shall be submitted to the State Superintendent of Education no sooner than April 1 nor later than June 30 of the last year in the 5-year cycle. (See Section 21B-45(e)(9) of the School Code.) The request shall indicate the:

1) licensee's name, type of license held (including license number) and endorsements placed on the license;

2) number of clock hours of professional development or Administrators' Academy courses, as applicable, needed to fulfill the requirements;

3) reason the licensee is requesting the extension, to include the efforts he or she has made to complete the required professional development before September 1 of the year in which the license would expire; and

4) licensee's plan for completing the outstanding professional development, to include a description of the professional development in which the licensee will participate and the timeline for its completion.

b) The request shall be presented to the SEPLB at its next regularly scheduled meeting following receipt of the request. The SEPLB shall approve a request when:
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1) The preponderance of evidence indicates that failure to complete the professional development was beyond the control of the licensee;

2) The outstanding professional development does not exceed at least 20 percent of the total required for the 5-year renewal cycle and/or one Administrators' Academy course; and

3) The plan for completing the outstanding professional development will result in the completion of the activities by no later than August 31 of the year immediately subsequent to the year in which the license expired.

c) The licensee shall be notified whether the extension has been granted within 30 days after the SEPLB's action, but in no case later than August 31 of the year in which the license will expire.

1) The license of a licensee for which an extension is approved shall remain valid during the extension period. (Section 21B-45(e)(9) of the School Code) Failure of the licensee to complete the outstanding professional development within the timeline indicated in the approved extension request will result in his or her license lapsing and the inability of the licensee to register the license.

2) The license of a licensee for which an extension is not granted shall lapse September 1 of the year in which the license expired and cannot be registered. (See Section 25.400(e).)

3) Any professional development completed during the extension period shall first be applied to the previous 5-year renewal cycle and may be credited to the subsequent 5-year renewal cycle only if it exceeds the amount of the outstanding professional development owed.

4) An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and a charter school. (Section 21B-45(a) of the School Code)

a) An LPDC shall review each statement of assurance it receives that conforms with the requirements of Section 25.830 of this Part and, within 30 days after receiving it, shall forward the statement of assurance to the regional superintendent of
schools accompanied by the LPDC's recommendation regarding license renewal, provided on a form supplied by the State Board of Education.

b) If the recommendation is for nonrenewal of the affected license, notification to this effect shall be provided concurrently to the licensee, including a return receipt and an explanation of the LPDC's rationale for recommending nonrenewal.

c) The licensee may appeal to the responsible RPDRC for consideration of his or her statement of assurance for renewal if the LPDC does not respond within the time allowed under subsection (a) of this Section.

d) Within 14 days after receiving notice that a recommendation for nonrenewal has been forwarded by an LPDC, the licensee may appeal the recommendation to the RPDRC. The appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and shall include:

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

2) any other relevant documents.

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

f) Within 14 days after receiving the last recommendation required under subsections (a) through (e) of this Section, the regional superintendent shall forward his or her recommendation to the SEPLB along with the information required pursuant to Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)]. Forms supplied by the State Board of Education shall be used for this purpose. A copy of any recommendation for nonrenewal shall be sent to the licensee concurrently. If the recommendation is not to renew the license held, or if information provided on the statement of assurance makes the individual
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subject to the requirements of any of Sections 25.485 through 25.491 of this Part, the licensee's copy shall be sent by certified mail, return receipt requested.

1) The regional superintendent shall forward to the Secretary of the SEPLB a list that identifies each licensee with respect to whom the regional superintendent is concurring with an LPDC's recommendation for license renewal or is recommending renewal without the involvement of any LPDC. This list shall be prepared on a form supplied by the State Board of Education.

2) If the regional superintendent is recommending license renewal despite a local or regional committee's recommendation for nonrenewal, the regional superintendent shall forward to the Secretary of the SEPLB:

A) the material received from the licensee under subsection (e) of this Section;

B) the RPDRC's recommendation and any additional material received by the RPDRC pursuant to subsection (e) of this Section; and

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

3) If the regional superintendent is recommending nonrenewal (regardless of local and/or regional recommendations), the regional superintendent shall forward to the Secretary of the SEPLB:

A) the LPDC's recommendation, if any;

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

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

g) Within 14 days after receipt of notice that the regional superintendent has recommended nonrenewal of his or her license, the licensee may appeal that recommendation to the SEPLB, using a form provided by the State Board of Education.
1) The appeal must state the reasons why the recommendation of the regional superintendent should be reversed and must be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:

State Educator Preparation and Licensure Board
Secretary
100 North First Street
Springfield, Illinois 62777

B) No electronic or facsimile transmissions will be accepted.

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

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

A) evidence that he or she has satisfactorily completed activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable;

B) any other relevant documents.

h) Grounds for a recommendation that a license not be renewed shall be limited to the licensee's failure to satisfactorily complete activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable.

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

Section 25.840 Appeals to the Action by State Educator Preparation and Licensure Board; Appeals

a) The State Superintendent's decision to not renew a license due to the licensee's failure to complete renewal requirements may be appealed to the State Educator Preparation and Licensure Board;
1) The notice of nonrenewal shall be sent to the licensee by certified mail, return receipt requested.

2) The licensee shall submit his or her request for an appeal by certified mail, return receipt requested, no later than 30 days after the date of receipt of the notice of nonrenewal. The appeal request shall be sent to the State Educator Preparation and Licensure Board, 100 North First Street, Springfield, Illinois 62777-0001. The board shall review each recommendation regarding the renewal of a license within the time allotted by Section 21-14(h) of the School Code [105 ILCS 5/21-14(h)] and verify that the licensee has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)], subject to the licensee's right of appeal as specified in that Section.

b) Within 90 days after receipt of an appeal submitted pursuant to subsection (a) filed by a licensee challenging a regional superintendent's recommendation for nonrenewal, the SEPLB may conduct an appeal hearing or make a recommendation based on a review of the record, as enumerated in Section 21B-45(m) of the School Code. If a hearing is to be held, the Board shall notify the licensee of the date, time, and place of the hearing.

1) The licensee shall submit to the SEPLB any additional information as the SEPLB determines is necessary to decide the appeal.

2) If a hearing is held, the SEPLB may request that the licensee appear before it. (Section 21-14(h)(2) of the School Code) The licensee shall be given at least ten days' notice of the date, time, and place of the hearing.

3) In verifying whether the licensee has met the renewal criteria set forth in Section 21B-45 21-14(g)(1) of the School Code and this Subpart J, the SEPLB shall consider:

   A) the recommendation of the regional superintendent of education's rationale for recommending nonrenewal of the license, if applicable schools;

   B) any evidence submitted to the State Superintendent along with the individual's electronic statement of assurance for renewal.
c) The SEPLB shall notify the licensee of its decision regarding license renewal no later than 30 days after reaching a decision as set forth in Section 21B-45(m) 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]. Upon receipt of notification of renewal, the licensee, using ELIS, shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the individual's license, the notification shall state the reasons for that decision.

d) An individual whose license is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may reinstate renew the license once that license has lapsed (i.e., September 1 of the year in which the license been expired for six months or more) if he or she has:

1) paid any accumulated registration fees, including registration fees owed, and

2) either paid the penalty or completed the coursework required under Section 21B-45 21-14 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and

3) presented . Until that time, the individual may renew the professional educator license if he or she presents evidence of completing the balance of the professional development activities that were required for renewal of the license previously held.

e) The SEPLB shall not renew any license if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.491 of this Part. Any disciplinary action taken against a licensee under any of those Sections shall be in accordance with the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code
475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21B-90 of the School Code [105 ILCS 5/21B-90].

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

Section 25.845 Responsibilities of School Districts (Repealed)

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

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

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

c) Each school district shall publicize to licensees:

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

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

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

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

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

Section 25.848 General Responsibilities of LPDCs (Repealed)
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a) Each LPDC shall post the schedule of its meetings.

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

c) Each LPDC shall acknowledge in writing its receipt of a statement of assurance for renewal of an individual's license if an acknowledgment is requested by the licensee pursuant to Section 25.830(c) of this Part.

d) Each LPDC shall request from the exclusive representative the appointment of any alternates for its teacher members as may be necessary to ensure that no licensee participates in recommending renewal or nonrenewal of his or her own license or that of another individual who supervises or evaluates, or is supervised or evaluated by, him or her. If another LPDC is operating within the same school district, alternates to be used in these situations shall be chosen from among the teacher members of that LPDC.

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

Section 25.850 General Responsibilities of Regional Superintendents (Repealed)

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

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

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

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

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

e) Each regional superintendent shall publicize the way in which licensees can contact the RPDRCs. In each case, the address of the regional superintendent's office shall be identified as the address of the RPDRC. If a schedule for RPDRC meetings is set, the regional superintendent shall publicize that schedule.

d) Each regional superintendent shall provide written information to members of the RPDRCs concerning the method for reimbursement of their expenses, identification of reimbursable items, and rates of reimbursement.

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

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

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

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

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

Section 25.855 Approval of Professional Development Illinois Providers

Illinois-based entities that offer professional development activities, such as training organizations, institutions, school districts, regional offices of education, firms, teacher unions and professional associations, and universities and colleges, may apply to the State Board of Education and the SEPLB for approval to issue CPDUs for conferences, workshops, institutes, seminars, symposia, or other similar training events whose goal is the improvement of teaching skills and knowledge. A licensee may not receive credit for professional development activities completed for the purpose of renewing the professional educator license CPDUs with respect to activities offered by Illinois-based entities that are not so approved under Section 21B-45(g) of the School Code or this Subpart J, unless the activity is offered under the auspices of the State Board of Education or Section 25.872 of this Part applies. The State Superintendent of Education shall post by July 1 of each year a list of the entities approved for this purpose.

a) Any provider, other than those listed in subsection (b), that received approval to offer educator preparation programs prior to July 1, 2014 may continue to offer professional development activities until December 31, 2014, provided those activities conform to the requirements of Section 21B-45 of the School Code and this Subpart J. Starting January 1, 2015, a provider meeting the requirements of subsection (c) must be granted approval under this Section in order to continue to serve as an approved provider for license renewal purposes.

b) In accordance with Section 21B-45(g), the entities listed in this subsection (b) are deemed approved to provide professional development activities for the renewal of the professional educator license beginning July 1, 2014. No further approval is necessary.

1) The State Board of Education;

2) Regional offices of education and intermediate service centers;

3) Regionally accredited institutions of higher education that have been approved under Subpart C to offer educator preparation programs;

4) Illinois public school districts;
5) Charter schools authorized under Article 27A of the School Code [105 ILCS 5/Art. 27A]; and

6) Joint education programs established under Article 10 of the School Code [105 ILCS 5/Art. 10] for the purposes of providing special education services or career and technical education.

c) An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (See Section 21B-45(g)(3) of the School Code.) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. "Represent" also shall refer to Illinois professional associations whose primary purpose is to provide support to or promote the goals of a group of educators or conduct research about issues of interest to a group of educators. An eligible Illinois professional association shall represent one or more of the following:

1) School administrators holding Illinois educator licensure;

2) Principals holding Illinois educator licensure;

3) School business officials serving in Illinois public schools;

4) Teachers holding Illinois educator licensure;

5) Boards of education established under Article 10 or Article 34 of the School Code;

6) Illinois public school districts;

7) Parents of students enrolled in Illinois public schools; or

8) School support personnel holding Illinois educator licensure.

d) Each association eligible underExcept as provided in subsection (c) (b) of this Section, each provider wishing to receive approval shall submit an application in a format specified on a form supplied by the State Board of Education that
each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall include:

1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at http://learningforward.org/;

2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;

3) a description linking the professional development activities to one or more of the purposes listed in Section 21B-45(h) of the School Code, which are to:

A) increase the knowledge and skills of school and district leaders who guide continuous professional development;

B) improve the learning of students;

C) organize adults into learning communities, the goals of which are aligned to those of the school and district;

D) deepen educator's content knowledge;

E) provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;

F) prepare educators to appropriately use various types of classroom assessments;

G) use learning strategies appropriate to the intended goals;

H) provide educators with the knowledge and skills to collaborate; and

I) prepare educators to apply research to decision-making;
the qualifications and experience the provider will require of presenters to be assigned in each area;

5) the mode of delivery of the professional development; and

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

b) An organization that has affiliates based in Illinois may apply for approval on their behalf:

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

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

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

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

e) Each provider approved to issue credit for professional development activities under Section 21B-45 of the School Code and this Section CPDU's shall:

1) verify attendance at its professional development training activities, provide to participants the standard forms referred to in Section 25.865 of this Part, and require completion of the evaluation form portion of these forms;
2) maintain participants' evaluation forms for a period of not less than three years and make them available for review upon request by staff of the State Board of Education; and

3) maintain attendance records for each event or activity it conducts or sponsors for a period of not less than six years.

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

g) The State Superintendent of Education, on behalf of the State Board of Education and the SEPLD, shall respond to each application for approval no later than 45 days after receiving it.

h) A provider shall be approved to issue credit for clock hours completed in increments of at least a quarter hour for a given type of activity only if the provider's application provides evidence that:

1) the activities and events it sponsors or conducts will be developed and presented by persons with education and experience in the applicable content areas; and

2) there is an apparent correlation between the proposed content of the professional development training activities, the relevant standards set forth in Section 25.115(e) Subpart B of this Part, and one or more of the criteria set forth in purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21B-45(d) 21-14(e)(2) of the School Code and Section 25.805(a) of this Part.

i) A provider not approved under this Section may work with any provider listed under subsection (b) to offer professional development activities.

j) The State Board of Education will maintain and publicize the list of all approved providers. The list shall indicate any limitations on the types of activities for which an entity has received approval.

k) Approval of a provider shall be valid until June 30 following the approval's being in effect for two years. Continuation of that approval in year 2 shall be contingent upon the State Superintendent receiving request renewal of approval, a provider shall, no later than March 1 of the year of expiration, submit an application on a form supplied by the State Board of Education and containing:
1) a description of any significant changes in the material submitted as part of its approved application; or

2) a certification that no significant changes have occurred.

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

k) To request renewal of approval, a provider shall, by no later than March 1 of the year of expiration, submit an application in a format specified by the State Board of Education containing:

1) a description of any significant changes in the material submitted as part of its approved application, which shall include changes in the courses' sequence, content, materials used, assessments, outcomes or purpose; or

2) a certification that no significant changes of the type outlined in subsection (k)(1) have occurred.

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

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

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

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

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

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

Section 25.860 Reporting by and Audits of Out-of-State Providers

Each provider listed under Section 25.855(b) or approved under Section 25.855(c) is subject to the requirements of this Section.

a) Each provider shall submit to the State Board of Education by June 30 annually a list of the subcontractors used in the previous 12 months for professional development activities for which credit was provided in accordance with this Subpart J. For each subcontractor, the provider shall submit the name and summary of each activity provided and the outcomes anticipated, including the dates the activity occurred.

b) Each provider shall submit to the State Board of Education by June 30 annually any data and other information that responds to the requirements of Section 21B-45(j)(2) of the School Code.

c) An audit of each provider shall be conducted at least once every five years in accordance with Section 21B-45(j)(3) of the School Code. Data and information from the audits, as well as collected pursuant to subsections (a) and (b) of this Section, shall be used to determine if the provider has met the requirements of Section 21B-45 of the School Code and this Subpart J.

1) In the event that a determination is made that applicable standards have not been met, the State Board of Education may withdraw approval for one or more types of activities or of the provider.
A licensee may not receive credit for any professional development activity that is designed for entertainment, promotional or commercial purposes; that is solely inspirational or motivational; or that addresses purposes other than those listed in Section 25.855(d)(3), and the State Board may disapprove any activity found to be of this nature.

A) When an activity is disapproved under this subsection (c), the provider may continue to offer the activity but shall not provide to any participants the standard form referred to in Section 25.865 and shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each notice or advertisement that the activity generates no credit applicable to license renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

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

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

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

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

1) the licensee documents his or her participation by maintaining on file:

A) the program, agenda, or other announcement of the event; and
a completion form supplied by the provider to indicate the licensee's attendance at the event or, if no form was supplied, a signed statement by the licensee to that effect; and

2) if the licensee's records are audited pursuant to Section 21-14(e)(4) of the School Code, the program, agenda, or other announcement of the event is found to demonstrate that there is an apparent correlation between the content of the training received and one or more of the purposes the recipient must address in his or her continuing professional development.

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

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

Section 25.865 Awarding of Credit for Activities with Providers

The SEPLD and the State Board of Education shall develop the requirements for a standard form that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the licensee and evidence of completion for the licensee with respect to the activity. The State Board of Education shall make available information about the required format and contents of these forms so that providers may generate them for their own use, other than providers who are subject to the requirements of Section 25.872 of this Part.

a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion of the professional development activity (see Section 25.875(k) of this Part). In the case of a conference, workshop, or other event having more than one session, each session shall be considered an "activity" for purposes of this Section Subpart J.

b) The provider shall complete the standard form to indicate the title, time, date, location, and nature of the event and the clock hours of credit earned (i.e., in increments of a quarter hour).
e) The number of CPDUs to be credited shall be in keeping with the provisions of Section 25.875(k) of this Part. Time spent on multiple topics at the same event may be combined to generate CPDUs.

c) If the licensee's records are audited pursuant to Section 21B-45(j) of the School Code and Section 25.860 of this Part, credit for professional development activities claimed shall be affirmed only when the standard form is presented.

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

Section 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)

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

a) A licensee may accrue professional development credit for an activity under this Section if the provider of the activity is approved to provide electronically delivered professional development under Section 25.855 for the applicable subject area pursuant to subsections (b) through (f) of this Section. Alternatively, a licensee may accrue credit for an activity without an approved provider by meeting the requirements of subsection (h) of this Section.

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

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

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

3) the means by which individuals' participation and participants' identities will be verified, consistent with subsection (e)(4) of this Section;
the assistance that the provider will furnish to participants to foster their understanding of the material covered in the activity and their ability to complete the activity's requirements successfully; and

5) the documentation that the provider will furnish to each individual who completes a continuing professional development activity.

c) Each application shall provide assurances that the following requirements will be met.

1) The provider shall verify individuals' participation in its training activities, provide documentation indicating whether those who participated in a particular activity have completed it, and require participants to complete evaluations of the activities that will gather at least the information specified by the State Board of Education. The evidence of completion provided to participants shall indicate the average or expected time required so that one CPDU per hour of participation may be documented.

2) The provider shall maintain participants' evaluations for a period of not less than three years and make them available for review upon request by staff of the State Board of Education.

3) The provider shall maintain records of participation and completion for each activity it conducts or sponsors for a period of not less than five years.

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

e) A provider shall be approved under this Section only if all of the following conditions are met.

1) There is an apparent correlation between the content of the training activities, the standards applicable to their intended participants, and one or more of the purposes the participants are required to address in their continuing professional development pursuant to Section 21-14(e)(2) of the School Code.

2) The activities will be developed and presented by persons with education and experience in the applicable subject areas.
3) The provider makes available to participants a mentor or facilitator who is qualified by education and experience to serve as a presenter of the activity.

4) Participation in or completion of any portion of the activity that is not designed to be attended in person is verified by some other means. That is, each individual's participation yields either a product (e.g., a lesson plan, a tape of teaching performance, a completed test) or a record of interaction with a representative of the provider or with other participants (e.g., a discussion board). These products and records are available for evaluation by the provider, and each participant's receipt of the evidence of completion for the activity is contingent upon their presentation to the provider along with a brief written statement in which the licensee discusses the skills and/or knowledge acquired and indicates, where applicable, how the skills or knowledge will be applied in the context of his or her teaching. Alternatively, if the licensee determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.

5) Each participant who completes the activity receives verification from the provider to that effect.

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

g) A licensee may receive continuing professional development credit for an activity conducted by a provider approved under this Section to the extent that the activity is relevant to one of the purposes applicable to the licensee.

h) A licensee may receive continuing professional development credit for an activity not conducted by a provider approved under this Section (to the extent that the activity is relevant to one of the purposes applicable to the licensee) by meeting the requirements of this subsection (h).

1) The licensee shall maintain a syllabus, program, or summary prepared by the provider or a summary written by the licensee.
2) The licensee shall maintain any documents or other products developed during the activity and any verification of completion supplied by the provider.

3) The licensee shall maintain a brief written statement meeting the requirements of subsection (e)(4) of this Section.

4) The licensee shall maintain a statement issued by the provider indicating the average or expected amount of time required for completion of the activity, which shall serve as the basis for credit in the form CPDUs at a rate of one per hour of direct participation.

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

Section 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014)

This Section applies to CPDUs earned on or before June 30, 2014. A licensee shall record in ELIS the number of CPDUs earned at a rate of one clock hour for one CPDU. The number of CPDUs that were to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section.

a) Participation on collaborative planning and professional improvement teams and committees [105 ILCS 5/21-14(e)(3)(F)(i)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team's meetings demonstrating the member's attendance; and the plan, activity description, or other product that results from the group's work.

b) Peer review and coaching [105 ILCS 5/21-14(e)(3)(F)(ii)]
1) Definitions

A) Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher's performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.

B) Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other's teaching and discuss the observations made.

2) Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five observations; eight CPDUs shall be credited per semester in which there are six or more observations.

3) Evidence of Completion

A) For peer review: The school's, district's, or exclusive representative's written program description or policy; a record of the licensee's assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
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c) Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(F)(iii)]

1) Definitions

A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and

i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or

ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher's progress or classroom observation; or

iii) classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.

C) For a recipient or remediating teacher: A formally established sequence of sessions lasting no less than one quarter of a school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each
teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher's future work.

2) Credit

A) For a mentor or for a recipient or remediating teacher: Nine CPDUs shall be credited for a semester in which there are three to five observations; 11 CPDUs shall be credited for a semester in which there are six or more observations.

B) For a consulting teacher: Six CPDUs shall be credited for a semester in which there are three to five meetings; eight CPDUs shall be credited for a semester in which there are six or more meetings; nine CPDUs shall be credited for a semester in which there are three to five meetings and one or more observations; 11 CPDUs shall be credited for a semester in which there are six or more meetings and one or more observations.

3) Evidence of Completion

A) For a mentor or for a recipient or remediating teacher: The school's, district's, or institution's written description of its mentoring program or remediation process, including the required number and length of cycles of interaction; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For a consulting teacher: The district's written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

d) Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans [105 ILCS 5/21-14(e)(3)(F)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice,
curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team's meetings; and a copy of the product or recommendation developed by the team or committee.

e) Coordinating community resources in schools, if the project is a specific goal of the school improvement plan [105 ILCS 5/21-14(e)(3)(F)(v)]

1) Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school's or district's staff or students for the purpose of meeting one or more needs identified in the school improvement plan; must include more than the classes directly taught by the licensee.

2) Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.

3) Evidence of Completion: The excerpt from the school improvement plan highlighting the needs being met; a written statement prepared by the licensee indicating the purpose or desired outcome of the external entities' involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual's assignment to or performance of this function.

f) Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(F)(vi)]

1) Definitions

A) Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school
or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan.

B) Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the licensee's assignment).

2) Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.

3) Evidence of Completion

A) For coordinating: The sponsoring entity's written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual's assignment as facilitator or coordinator or indicating that he or she performed these duties.

B) For making presentations: The written program description indicating that the licensee served as a presenter in the program.

g) Participating in business, school, or community partnerships directly related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(F)(vii)]

1) Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
3) Evidence of Completion: A written description of the partnership that states its goals, identifies the needs it is designed to meet, and describes the activities conducted by the licensee; and a copy of the relevant portion of the school improvement plan that includes the specific needs identified.

h) Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(F)(viii)]

1) Definitions

A) Service (as determined by the educator preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program.

B) Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved educator preparation program.

2) Credit: Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be credited for supervising one or more candidates in pre-student-teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.

3) Evidence of Completion: The written agreement between the school district and educator preparation institution naming the licensee as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.

i) Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the endorsement area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content-area standards and supports
the essential characteristics of quality professional development [105 ILCS 5/21-14(e)(3)(G)(i)]

1) Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual's license and relevant endorsements and addresses the standards set forth in Subpart B of this Part relative to the licensee's fields of teaching or assignment.

2) Evidence of Completion: A grade report or official transcript issued by the institution indicating that the licensee has passed the course.

j) Teaching college or university courses in areas relevant to the endorsement area being renewed, provided that the teaching may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(G)(ii)]

1) Definition: Teaching a college-level course in a field that is related to an individual's endorsements and results in the granting of college credit to those enrolled.

2) Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered "the same" if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the licensee wishing to claim CPDUs for both shall be required to demonstrate how the two differ.

3) Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the licensee as the teacher of a particular course.

k) Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(H)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(H)(ii)]; participating in or presenting at in-service training programs on suicide prevention [105 ILCS 5/21-14(e)(3)(H)(v)]

1) Definitions
A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.

B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

2) Credit: One CPDU shall be credited for each hour of a licensee's attendance or participation. Eight CPDUs shall be credited for an individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.

3) Evidence of Completion

A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part.

B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the licensee as presenter in a topic area relevant to his or her licensure or teaching assignment.

1) Training as reviewers of university teacher preparation programs
[105 ILCS 5/21-14(e)(3)(H)(iv)]

1) Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving educator preparation programs or recognizing educator preparation institutions pursuant to Subpart C of this Part.

2) Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a license's validity.

3) Evidence of Completion: A certificate issued by the State Board.
m) **Participating in action research and inquiry projects** [105 ILCS 5/21-14(e)(3)(I)(i)]

1) **Definition:** Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.

2) **Credit:** Eight CPDUs per semester shall be credited for a project involving the licensee's own classes; 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the licensee's own classes.

3) **Evidence of Completion:** The written protocol and a written summary of the inquiry and its results that describes what the licensee has learned and identifies the implications of the experience for the individual's future teaching.

n) **Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to license renewal** [105 ILCS 5/21-14(e)(3)(I)(ii)]

1) **Definition:** Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the licensee's areas of licensure.

2) **Credit:** Five CPDUs shall be credited per semester, or 2.5 CPDUs per quarter.

3) **Evidence of Completion:** A description of the observations prepared by the licensee, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual's future teaching.

o) **Traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the**
traveling shall not include time spent commuting to destinations where the learning experience will occur [105 ILCS 5/21-14(e)(3)(i)(iii)]

1) Definition: Travel lasting no less than three consecutive, full days, that has been approved based on a plan submitted by the licensee. The plan shall identify the activities or aspects of the travel that will contribute to his or her professional development and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed.)

2) Credit: Twelve CPDUs shall be awarded per year in which the licensee engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a licensee who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a licensee engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim this travel in a subsequent year, provided that the licensee may not exceed the maximum number of CPDUs allowable per year for qualifying travel.

3) Evidence of Completion: The travel itinerary and a written journal prepared by the licensee that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching.

p) Participating in study groups related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(i)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.

2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
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3) Evidence of Completion: A written statement of purpose for the group; a list of the group's members; and summaries of the meetings showing attendance by the licensee.

q) Serving on a statewide education-related committee, including but not limited to the SEPLB, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities [105 ILCS 5/21-14(e)(3)(I)(v)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any of these bodies.

2) Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.

3) Evidence of Completion: Minutes of the group demonstrating the individual's attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.

r) Participating in work/learn programs or internships [105 ILCS 5/21-14(e)(3)(I)(vi)]

1) Definition: Participation in a structured program that pairs the licensee with an employer or other entity under whose auspices the licensee can acquire knowledge or skills for use in his or her future teaching or position.

2) Credit: Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and 11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).

3) Evidence of Completion: A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the licensee's direct contact with other individuals from whose knowledge or experience he or she was to benefit.
Developing a portfolio of student and teacher work [105 ILCS 5/21-14(e)(3)(I)(vii)]

1) Definition: Preparation of at least five portfolio "artifacts" or "entries", each of which relates to a different assignment and consists of:

A) samples of at least three students' work that responds to the specified assignment; and

B) a written analysis prepared by the licensee that describes:

i) the assignment to which the work responds and the teacher's goals for that assignment;

ii) the instructional strategies and materials used and the reasons for their selection;

iii) what the students' work reveals about whether the teacher's goals for the assignment were met; and

iv) the successful and less-than-successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goals.

2) Credit: 15 CPDUs.

3) Evidence of Completion: The materials referred to in subsection (s)(1) of this Section.

Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level [105 ILCS 5/21-14(e)(3)(J)(i)]

1) Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group's working sessions.
2) Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).

3) Evidence of Completion: Membership list and meeting summaries showing the licensee's presence and participation; and the product of the group's work, such as a curriculum guide or new assessment.

u) Participating in team or department leadership in a school or school district [105 ILCS 5/21-14(e)(3)(J)(ii)]

1) Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.

2) Credit: Five CPDUs shall be awarded per semester of service.

3) Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.

v) Participating on institution of higher education approval review teams [105 ILCS 5/21-14(e)(3)(J)(iii)]

1) Definitions

Participating on a review team convened pursuant to Section 25.155(i) of this Part with respect to the initial recognition of an institution of higher education and its approval to provide educator preparation programs.

2) Credit: Fifteen CPDUs shall be credited for service on a program review panel or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester.
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3) Evidence of Completion: Documentation of the individual's assignment by State Board staff (program review panel, or institutional review team); and a statement signed by the team's chair or convenor verifying the licensee's participation for the duration of the process.

w) Publishing educational articles, columns, or books relevant to the endorsement area being renewed [105 ILCS 5/21-14(e)(3)(J)(iv)]

1) Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.

2) Credit: Forty CPDUs shall be credited for writing a book that is technical or research-based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no more than 100 percent of the available CPDUs shall be credited for any item published.

3) Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of "publication".

x) Participating in non-strike-related professional association or labor organization service or activities related to professional development [105 ILCS 5/21-14(e)(3)(J)(v)]

1) Definition: Service on local professional development committees, regional professional development review committees (including service by licensees in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards.
and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.

y) Other

Continuing professional development units shall be available for activities not enumerated in subsections (a) through (x) of this Section based upon written evidence maintained by the licensee that:

1) describes the activity and its purpose, intensity, duration, and outcomes;

2) discusses how the activity related to the improvement of the licensee's knowledge and skills;

3) identifies which of the activities enumerated in subsections (a) through (x) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k) of this Section); and

4) proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (y)(3) of this Section.

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

Section 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching

a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a license is maintained as valid and exempt. The requirements of this Section apply to licensees who are working in a position that does not require
Educator licensure or working in a position for less than 50 percent of full-time equivalency for any particular year. These licensees are considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license. (Section 21B-45(c)(5) of the School Code)

1) Each licensee shall for notify the regional superintendent of schools of any year semester that he or she believes qualifies as a period of exemption, enter the period of exemption into ELIS. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual's license will be considered valid and active or valid and exempt for any given semester. The regional superintendent shall verify upon verification of the licensee's employment status, the license for that period of time will be determined to be valid and active or valid and exempt and shall, as applicable:

A) enter the period of exemption into the centralized registry; or

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

2) Periods of exemption shall be established in one-year one-semester increments. A one-year period of exemption shall be available only for a school year semester during which a licensee is employed and performing services for fewer than 50 percent of full-time equivalency 45 school days. Each one-semester period of exemption shall result in a ten percent reduction in the requirement for continuing professional development.

3) When applying for renewal of his or her licenses, each licensee shall identify the one-year periods of exemption that occurred during the 5-year renewal cycle period of validity and the proportionate reduction (i.e., 20 percent reduction for each year of exemption) that applies to the requirements for continuing professional development activities.

4) Completion of professional development activities during a period of exemption shall not affect the proportionate reduction in the total number of clock hours units required for a licensee but may be credited toward the total amount of professional development needed in the 5-year renewal cycle other than an individual who is a special education teacher (see subsection (a)(5) of this Section).
In the case of a special education teacher, if proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, the individual shall be required to accumulate 50 percent of the reduced number of credits required in activities attributable to the purposes set forth in Section 25.807(b) of this Part.

b) A valid and exempt license may be immediately (i.e., within six months) reactivated upon the licensee becoming employed in a position that requires an educator license and performing services in an Illinois public or State-operated school or cooperative or charter school. The licensee shall record the "active" status in ELIS before the end of the 5-year renewal cycle.

c) Holders of valid and exempt professional educator licenses endorsed in an administrative field who are not employed in an Illinois public or State-operated school or cooperative or charter school are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.

b) The requirement for continuing professional development shall be reduced by 50 percent with respect to a period of time during which the licensee has been employed on a part-time basis, i.e., has been teaching for less than 50 percent of the school day or school term. (Section 21-14(e)(1) of the School Code [105 ILCS 5/21-14(e)(1)])

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

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

Section 25.APPENDIX E  Endorsement Structure Beginning July 1, 2013

Section 25.100 of this Part explains the endorsements issued on the professional educator license and the availability of any content-specific endorsements (previously called "designations"). The relevant provisions of Section 25.100(e) of this Part shall apply in cases in which no test is available (see Section 25.710). Any individual holding only an endorsement available prior to
July 1, 2004 that was not exchanged for an endorsement available after that date, and, as applicable, content-area endorsement, is limited to teaching only the content encompassed by the endorsement issued prior to July 1, 2004.

<table>
<thead>
<tr>
<th>Endorsements Currently Available</th>
<th>Content-specific Endorsements Currently Available</th>
<th>Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013</th>
<th>Endorsements Issued Prior to July 1, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental Learning Areas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>None</td>
<td>English Language Arts</td>
<td>English Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td>Reading Teacher</td>
<td>None</td>
<td>Reading Teacher</td>
<td>Reading</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>None</td>
<td>Reading Specialist</td>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
<td>None</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science – Content-specific Endorsement Required</td>
<td>Science – Biology</td>
<td>Science endorsement with designations for: Biology</td>
<td>Biological Science/Biology</td>
</tr>
<tr>
<td></td>
<td>Science – Chemistry</td>
<td>Chemistry</td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>Science – Earth and Space Science</td>
<td>Earth and Space Science</td>
<td>Physiology</td>
</tr>
<tr>
<td></td>
<td>Science – Environmental Science</td>
<td>Environmental Science</td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>Sciences – Physics</td>
<td>Physics</td>
<td>Aerospace</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Astronomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Earth Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical Geography/Physiography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biological Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>General Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td>Social Sciences – Content-specific Endorsement Required</td>
<td>Social Sciences – Economics</td>
<td>Social Sciences endorsement with designations for: Economics</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Social Sciences – Geography</td>
<td>U.S. History</td>
<td>World History</td>
</tr>
</tbody>
</table>

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### Notice of Adopted Amendments

**Endorsements Currently Available**

- Social Sciences – History
- Social Sciences – Political Science
- Social Sciences – Psychology
- Social Sciences – Sociology and Anthropology

**Content-specific Endorsements Currently Available**

- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology and Anthropology

**Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013**

- Political Science
- Psychology
- Anthropology
- Sociology

**Endorsements Issued Prior to July 1, 2004**

- Physical Education
- Health Education
- Dance
- Drama/Theatre Arts
- Music
- Visual Arts
- Foreign Languages – Arabic
- Foreign Languages – Chinese (Cantonese or Mandarin)
- Foreign Languages – French
- Foreign Languages – German
- Foreign Languages – Hebrew
- Foreign Languages – Italian
- Foreign Languages endorsement with designations for: Arabic (2008) Chinese (Cantonese or Mandarin)
- French
- German
- Hebrew
- Italian
- Japanese
- Korean
- Latin
- Other foreign languages,
**Endorsements Currently Available** | **Content-specific Endorsements Currently Available** | **Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013** | **Endorsements Issued Prior to July 1, 2004**
--- | --- | --- | ---
Foreign Languages – Japanese  
Foreign Languages – Korean  
Foreign Languages – Latin  
Foreign Languages – Russian  
Foreign Languages – Spanish  
Other foreign languages, provided the candidate meets the requirements of Section 25.100(i) of this Part. | Russian  
Spanish  
Other foreign languages, provided the candidate completed a major in the foreign language designated. | as applicable

**Additional Teaching Fields**

| Agricultural Education | None | Agricultural Education  
Agricultural Business and Management  
Agriculture  
Agricultural Power and Machinery  
Horticulture  
Agricultural Resources |
| --- | --- | --- |
| Business, Marketing, and Computer Education – Content-specific Endorsement Optional | Business Computer Programming | Business, Marketing, and Computer Education endorsement with a designation for:  
Business Computer Programming | Accounting  
Basic Business  
Business Computer Programming  
Business/Marketing/Management  
Information Processing Information |
## NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
<th>Endorsements Currently Available</th>
<th>Content-specific Endorsements Currently Available</th>
<th>Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013</th>
<th>Endorsements Issued Prior to July 1, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications</td>
<td>None</td>
<td>Computer Applications, as applicable.</td>
<td>Processing/Secretarial Marketing</td>
</tr>
<tr>
<td>Computer Science</td>
<td>None</td>
<td>Computer Science, as applicable.</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Health Careers</td>
<td>None</td>
<td>Health Careers</td>
<td>Health Occupations</td>
</tr>
<tr>
<td>Gifted Education Teacher</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Gifted Education Specialist</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>None</td>
<td>Teacher Leader</td>
<td>None</td>
</tr>
<tr>
<td>Technology Education</td>
<td>None</td>
<td>Technology Education, as applicable.</td>
<td>Industrial Technology Education, Construction, Electronics</td>
</tr>
<tr>
<td>Endorsements Currently Available</td>
<td>Content-specific Endorsements Currently Available</td>
<td>Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013</td>
<td>Endorsements Issued Prior to July 1, 2004</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Technology Specialist</td>
<td>None</td>
<td>Technology Specialist</td>
<td>Computer Technology Instructional Technology</td>
</tr>
<tr>
<td>Library Information Specialist</td>
<td>None</td>
<td>Library Information Specialist</td>
<td>Media</td>
</tr>
<tr>
<td>Safety and Driver Education</td>
<td>None</td>
<td>Safety and Driver Education</td>
<td>Safety and Driver Education</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>Bilingual Education – Target Language</td>
<td>Bilingual Education endorsement with a designation for: Target Language</td>
<td>Bilingual Education with a Target Language Designation</td>
</tr>
<tr>
<td>English as a New Language (ENL) – Content-specific Endorsement Optional (secondary or K-12)</td>
<td>ENL – Bilingual Education (language-specific)</td>
<td>ENL endorsement with a designation for: Bilingual Education (language-specific)</td>
<td>Bilingual Education English as a Second Language</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>None</td>
<td>ESL</td>
<td>ESL</td>
</tr>
</tbody>
</table>
## Endorsements

### Currently Available Endorsements

#### Middle School
- Subject-specific

#### Middle Grades (grades 5-8) (February 2018)
- Subject-specific

#### Elementary
- Self-Contained General Education
- Self-Contained General Education (grades 1-6)

#### Early Childhood
- Early Childhood Special Education
- Early Childhood Prekindergarten and Self-Contained General Education (kindergarten-grade 3)

#### Special Education
- Learning Behavior Specialist I (LBS)
# NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
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<th>Endorsements Issued Prior to July 1, 2004</th>
</tr>
</thead>
</table>
| I) Learning Behavior Specialist II – Content-specific Endorsement Required | LBS II/Transition Specialist  
LBS II/Technology Specialist  
LBS II/Bilingual Special Education Specialist  
LBS II/Deaf-Blind Specialist  
LBS II/Behavior Intervention Specialist  
LBS II/Curriculum Adaptation Specialist  
LBS II/Multiple Disabilities Specialist | An LBS II endorsement with designations for:  
LBS II/Transition Specialist  
LBS II/Technology Specialist  
LBS II/Bilingual Special Education Specialist  
LBS II/Deaf-Blind Specialist  
LBS II/Behavior Intervention Specialist  
LBS II/Curriculum Adaptation Specialist  
LBS II/Multiple Disabilities Specialist | LBS II/Transition Specialist  
LBS II/Technology Specialist  
LBS II/Bilingual Special Education Specialist  
LBS II/Deaf-Blind Specialist  
LBS II/Behavior Intervention Specialist  
LBS II/Curriculum Adaptation Specialist  
LBS II/Multiple Disabilities Specialist |
| Speech-Language Pathologist (teaching) | None | Speech-Language Pathologist | Speech-language impaired |
| Teacher of Blind or Visually Impaired | None | Blind or Visually Impaired | Blind or partially sighted |
| Teacher of Deaf or Hard of Hearing | None | Deaf or Hard of Hearing | Hearing Impaired |
| Administrative | None | Chief School Business Official | Chief School Business Official |
| Director of Special Education | None | Director of Special Education | Director of Special Education |
## NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
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<th>Content-specific Endorsements Currently Available</th>
<th>Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013</th>
<th>Endorsements Issued Prior to July 1, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Administrative (through June 30, 2014)</td>
<td>None</td>
<td>General Administrative</td>
<td>General Administrative</td>
</tr>
<tr>
<td>Principal (2013)</td>
<td>None</td>
<td>General Administrative</td>
<td>General Administrative</td>
</tr>
<tr>
<td>Superintendent</td>
<td>None</td>
<td>Superintendent</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>None</td>
<td>Teacher Leader</td>
<td>None</td>
</tr>
<tr>
<td>School Support Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>None</td>
<td>School Counselor</td>
<td>Guidance</td>
</tr>
<tr>
<td>School Nurse</td>
<td>None</td>
<td>School Nurse</td>
<td>School Nurse</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>None</td>
<td>School Psychologist</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>None</td>
<td>School Social Worker</td>
<td>School Social Worker</td>
</tr>
<tr>
<td>Speech-Language Pathologist (non-teaching)</td>
<td>None</td>
<td>Non-Teaching Speech-Language Pathologist</td>
<td>Non-Teaching Speech-Language Pathologist</td>
</tr>
<tr>
<td>Supervisory – endorsement area (special education only and school support personnel)</td>
<td>None; see Sections 21-4 and 21-25 of the School Code and Section 25.497 of this Part.</td>
<td>Supervisory – endorsement area</td>
<td>Supervisory</td>
</tr>
</tbody>
</table>

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

Plenary Packet - Page 211
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent and Chief Education Officer
Nicki Bazer, General Counsel

Agenda Topic: Action Item: Proposed Amendments for Initial Review: Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principal under Article 34 of the School Code)

Materials: Recommended Rules

Staff Contacts: Eric Grodsky, Deputy General Counsel

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
This proposed rulemaking primarily relates to Goal 2 (highly prepared and effective teachers and school leaders), as it clarifies the process by which an entity is approved to provide training specific to performance evaluations for school board members who choose to engage in an alternative process to dismiss certain underperforming teachers.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 51.

Background Information
Section 24-16.5 of the School Code [105 ILCS 5/24-16.5] provides for the dismissal of teachers by a school board under an optional alternative evaluative dismissal (OAED) process. The OAED process may be used when a tenured teacher has failed to complete a remediation plan with a performance evaluation rating of "proficient" or higher and the teacher received the "unsatisfactory" rating that necessitated the remediation plan through a performance evaluation that incorporated data and indicators of student growth (referred to as "PERA evaluations"), as authorized under Article 24A of the School Code [105 ILCS 5/Art. 24A]. Section 24-16.5 further provides that before a school board member can vote to dismiss a teacher using the OAED process, he or she first must have "completed a training program on PERA evaluations either administered or approved by the State Board of Education".

When Part 51 was amended in 2012 to address changes in dismissal procedures, agency staff relied on the application process for leadership training for school board members set forth in Section 1.210 of rules governing Public Schools Evaluation, Recognition and Supervision as the procedures to be used for approval of providers of PERA evaluation training. School Board leadership training is required under Section 10-16a of the School Code [105 ILCS 5/10-16a] and that statute addresses particular areas of training that are specific to the general duties of school board members. Additionally, Section 10-16a of the School Code also authorizes the Illinois Association of School Boards (IASB) as an approved provider. Since Section 1.210
reiterates both the content of the leadership training and the need for the State Board to consult with IASB when approving providers, its provisions, when applied to approval of PERA trainers, were confusing for both agency staff implementing the application process and entities applying for approval.

For these reasons, it is proposed that the cross-reference to Section 1.210’s application process that is now stated in Section 51.290 of the dismissal rules be removed, and new Section 51.235 (Approval of Providers of PERA Training) articulate the process entities would use to seek approval to become PERA trainers for school board members. While proposed Section 51.235 relies heavily on the application process set forth in Section 1.210, it differs in several respects. Namely, it ties the course content to PERA evaluations and removes any references to IASB since that organization is not statutorily authorized to provide PERA training or participate in the approval of other PERA trainers.

The proposed amendments were published in the Illinois Register on July 11, 2014, to elicit public comment; one comment was received. A summary and analysis of the comment, 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:** Please see "Background" above.

**Budget Implications:** None

**Legislative Action:** None

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

**Pros and Cons of Various Actions**

Proceeding with the rulemaking will set forth clear expectations for entities wishing to apply for approval to serve as PERA trainers under the OAED process and place those requirements in the rules that govern the dismissal process. Not proceeding with the proposed amendments would link training under Section 10-16a of the School Code to PERA training under Section 24-16.5 of the School Code, continuing the confusion about which requirements apply.

**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:

Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code (23 Illinois Administrative Code 51)

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.
Summary and Analysis of Public Comment
23 Ill. Adm. Code 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)

Comment

One individual submitted public comment, addressing two subsections of the rules. First, he inquired as to whether accommodations could be made in the rules to allow for independent contractors to apply for approval to provide the training required under Section 24-16.5 for school boards employing the optional alternative evaluative dismissal (OAED) process. The commenter suggested that independent contractors may be more an affordable option for school districts.

Second, the commenter asked that the State Board accept applications for approval of entities to provide the training annually rather than biennially. He said he believed that two-year approval would be “restrictive” for school boards since it would reduce the number of training entities from among which school boards have to choose.

Analysis

Staff agree with the commenter that the rule, as proposed, unduly restricts the myriad types of entities and individuals who wish to offer OAED training and serves no useful purpose other than to potentially limit the number of applications that the agency receives. As there is an existing process to evaluate each application for quality, the rule should be modified to allow any entity or individual who meets the qualifications in Section 51.235 to apply.

Staff have received no indication from the field that the biennial approval process has limited the number of entities applying for approval to offer the OAED training and believe that at this time, no change is necessary. Moving forward as more school boards become familiar with and choose to use the OAED process, staff may need to reassess the process if they receive complaints from school boards or from entities wishing to offer the training.

Recommendation

It is recommended that Section 51.235(a) be modified as follows.

a) Entities that offer professional development activities, such as training organizations, institutions, regional offices of education, firms, professional associations, and universities and colleges, or individuals may apply to the State Board of Education for approval to conduct PERA training.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

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

PART 51
DISMISSAL OF TENURED TEACHERS UNDER ARTICLE 24 AND
DISMISSAL OF TENURED TEACHERS AND PRINCIPALS
UNDER ARTICLE 34 OF THE SCHOOL CODE

SUBPART A: GENERAL PROVISIONS

Section
51.10 Definitions

SUBPART B: STANDARD DISMISSAL PROCEDURES
UNDER ARTICLES 24 AND 34 OF THE SCHOOL CODE

51.20 Applicability of this Subpart B
51.30 Notice of Charges to Tenured Teachers
51.35 Suspension without Pay
51.40 Qualifications and Selection of Hearing Officers; Conditions of Service
51.50 Suspension Pending the Hearing (Repealed)
51.55 Pre-Hearing Procedures
51.60 The Hearing
51.70 The Decision: School Districts Not Organized under Article 34 of the School Code
51.75 The Decision: School Districts Organized under Article 34 of the School Code
51.80 Waiver, Interpretation and Application of this Part (Repealed)

SUBPART C: OPTIONAL ALTERNATIVE EVALUATIVE DISMISSAL
UNDER SECTION 24-16.5 OF THE SCHOOL CODE

Section
51.200 Purpose and Applicability of this Subpart C
51.210 Establishment of the List of Second Evaluators; Qualifications
51.220 Selection of Second Evaluators
51.230 Use of a Second Evaluator in Specific Remediations
51.235 Approval of Providers of PERA Training
51.240 Hearing Procedures
51.250 Notice of Dismissal to the Affected Tenured Teacher
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

51.260 Qualifications and Selection of Hearing Officers
51.270 Scope of the Hearing
51.280 Findings of Fact and Recommendation of the Hearing Officer
51.290 Decision of Board

AUTHORITY: Implementing and authorized by Sections 24-12 and 34-85 of the School Code [105 ILCS 5/24-12 and 34-85].


SUBPART A: GENERAL PROVISIONS

Section 51.10 Definitions

As used in this Part:

"Board" means the local school board and not the State Board of Education.

"Day" means calendar day unless otherwise specified in this Part, and the time within which any action required under this Part must occur shall be determined in accordance with the provisions of Section 1.11 of the Statute on Statutes [5 ILCS 70/1.11].

"General Superintendent" means the chief executive officer of City of Chicago School District 299. (See 105 ILCS 5/34-6.)

"Parties" means the tenured teacher against whom charges are brought and the school board bringing the charges.

"PERA" means the Performance Evaluation Reform Act of 2010 (P.A. 96-861, effective January 15, 2010).  

"State Board" means the Illinois State Board of Education.
"Tenured Teacher" means any teacher who has entered upon contractual continued service pursuant to Section 24-11 of the School Code [105 ILCS 5/24-11] and, in school districts organized under Article 34 of the School Code [105 ILCS 5/Art. 34], a teacher or principal (see Sections 34-84 and 34-85 of the School Code [105 ILCS 5/34-84 and 34-85]).

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

SUBPART C: OPTIONAL ALTERNATIVE EVALUATIVE DISMISSAL UNDER SECTION 24-16.5 OF THE SCHOOL CODE

Section 51.235 Approval of Providers of PERA Training

In accordance with Section 24-16.5(f) of the School Code, only members of the Board who have successfully completed a training program regarding performance evaluations administered or approved by the State Board shall consider the findings of fact and recommendation and make a determination as to whether the affected tenured teacher should be retained or dismissed using procedures set forth in this Subpart C.

a) Training organizations, institutions, regional offices of education, firms, professional associations, universities and colleges, or individuals may apply to the State Board of Education for approval to conduct PERA training.

b) Each entity wishing to receive approval to offer PERA training 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. The application shall include, but is not limited to:

1) evidence that the entity is knowledgeable about PERA and the optional alternative evaluation process;

2) a description of the training to be provided, to address how the training activities will present participants with:

A) a basic foundation of PERA;
B) information specific to the components of a performance evaluation plan required under Article 24A of the School Code [105 ILCS 5/Art. 24A]; and

C) information about the processes and procedures (i.e., professional development plans, remediation plans, dismissal procedures) to take place in the event of a "needs improvement" or "unsatisfactory" performance evaluation rating, as defined in 23 Ill. Adm. Code 50.30 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code);

3) the qualifications and experience of the entity and of each presenter to be assigned to provide the PERA training, which shall include evidence of a presenter's specific skills and knowledge in this area; and

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

c) Each entity approved to provide 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 a period of not less than five years for each event or activity it conducts or sponsors.

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

e) The State Superintendent of Education shall respond to each application for approval no later than 30 days after receiving it.

f) An entity shall be approved to offer PERA training if the entity's application presents evidence that the training that it conducts will be developed and presented by persons knowledgeable about PERA.

g) The State Board of Education will post on its website at www.isbe.net the list of all approved providers.

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 (b) of this Section, and containing:

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) assurances that the PERA trainings will be provided in a manner
   consistent with the content of the approved application and any changes
   proposed for the renewal period.

i) A provider's approval shall be renewed if the application conforms to the
   requirements of subsection (h), 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
   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 may withdraw approval of the provider.

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

Section 51.290  Decision of Board

a) Within 45 days after receiving the hearing officer's findings of fact and
   recommendation, the Board shall render a written order as to whether the affected
   tenured teacher be retained or dismissed.

1) A copy of the Board's decision shall be provided to the tenured teacher
   either by certified mail, return receipt requested, or personal delivery with
   receipt within five days after the date on which the Board rendered a
   decision to retain or dismiss the affected tenured teacher. A copy of the
   Board's decision also shall be given by certified mail to the State Board of
   Education addressed to the General Counsel, 100 W. Randolph Street,
   Chicago, Illinois  60601.

2) Only Board members who have successfully completed a training program
   regarding performance evaluations administered or approved by the State
   Board shall consider the findings of fact and recommendation and make a
determination as to whether the affected tenured teacher should be retained or dismissed. Approval of an entity to offer the training required under this subsection (a)(2) shall be as set forth in 23 Ill. Adm. Code 1.210 (Approval of Providers of Training for Board Members).

2) If the Board determines that the affected tenured teacher should be dismissed, contrary to the hearing officer's findings of fact and recommendation, then the Board shall provide in its written order its conclusion and the reasons for making that determination.

3) The failure of the Board to strictly adhere to the timeline set forth in this subsection (a) does not render it without jurisdiction to dismiss the teacher (Section 24-16.5(f) of the School Code).

b) The decision of the Board is final unless reviewed under the Administrative Review Law, as provided in Section 24-16.5(g) of the School Code.

1) The affected tenured teacher shall file the appeal within 35 days from the date that he or she received the Board's decision pursuant to subsection (a)(1) of this Section.

A) For a teacher dismissed by a school district having fewer than 500,000 inhabitants, the judicial review must be taken directly to the appellate court of the judicial district in which the school district's Board maintains its primary administrative offices (Section 24-16.5(g)(2) of the School Code).

B) For a teacher dismissed by a school district organized under Article 34 of the School Code, the judicial review must be taken directly to the Illinois Appellate Court for the First District (Section 24-16.5(g)(1) of the School Code).

2) If the hearing officer recommended dismissal, the decision of the Board may be reversed only if it is found to be arbitrary, capricious, an abuse of discretion, or not in accordance with law (Section 24-16.5(g) of the School Code).

3) In the event judicial review is instituted by a teacher, any costs of preparing and filing the record of proceedings must be paid by the teacher (Section 24-16.5(g) of the School Code).
4) The record of the proceedings shall contain each of the items enumerated in Section 51.70(a)(2)(B) of this Part.

c) Pursuant to Section 24-16.5(f) of the School Code, the Board shall not lose jurisdiction to discharge a teacher if the hearing officer fails to render a decision within the applicable time specified in this Section.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)
TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Amendments for Adoption – Part 650 (Charter Schools)

Materials: Recommended Rules

Staff Contacts: Jen Saba, Assistant General Counsel

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 amendments relate to Strategic Plan Goal 1 (student achievement), as they set forth procedures for reporting by authorizers of charter schools and a process to sanction charter school authorizers that are not complying with the law and rules or whose schools are underperforming, thus ensuring that students have access to high-quality charter schools.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 650.

Background Information
This rulemaking continues implementation of several provisions enacted by P.A. 97-152, effective July 20, 2011, which substantially amended Article 27A of the School Code (the Charter Schools Law). Additionally, changes are being proposed in Section 650.30 to identify the materials that a charter school authorizer must submit to the State Board in its report on any action with respect to an application for a new charter school or any application for renewal or revision of its approved charter.

The proposed changes in new Sections 650.55 and 650.65 address two provisions contained in Section 27A-12 of the School Code: biennial reporting to the State Board by authorizers of charter schools and ongoing monitoring of charter school authorizers by the agency to ensure compliance with laws and rules governing charter schools. The proposed changes further set forth the procedures that the State Board will use to sanction charter school authorizers or charter schools that are chronically underperforming.

Section 27A-12 of the School Code requires the State Board to publish a report about charter schools in January of every even-numbered year. To compile this report, the State Board must collect certain data from charter school authorizers by no later than September 30 of every odd-numbered year.

New Section 650.55 lists the information and data that all charter school authorizers must include in their reports. The information and data to be reported generally address a charter school authorizer's strategic vision for chartering and progress toward achieving that vision; the
status of each charter school in the authorizer's portfolio; and the authorizing functions provided by the authorizer to the charter schools under its purview, including its operating costs and expenses. Section 650.55 also sets parameters for the agency’s collection of this information and data, including submission requirements and timelines. Agency staff will use this information and data to produce its biennial report, which also must include:

1. a comparison of the academic performance of charter school students to the performance of their peers in traditional public schools;
2. an analysis of whether exemptions that charter schools enjoy from certain laws and regulations assisted or impeded the ability of the charter schools to better meet their stated goals and objectives; and
3. recommendations for any changes to the Charter Schools Law necessary to "strengthen charter schools".

As further set forth in Section 27A-12 of the School Code, the State Board is authorized to remove a charter school authorizer's power to establish charter schools or oversee existing charter schools in those situations when the authorizer "does not demonstrate a commitment to high-quality authorization practices". The State Board also may, "if necessary, revoke the chronically low-performing charters authorized by the authorizer at the time of the removal". New Section 650.65 specifies the grounds upon which the State Board may remove an authorizer’s authorizing power, based on information the agency receives from an authorizer's biennial reports, as well as complaints submitted to the agency and other ongoing monitoring efforts. The proposed amendments also establish a process for the State Board to follow if it chooses to remove an authorizer’s power to authorize charter schools and address the process to be taken to determine the status of any charter schools established by an authorizer whose authorizing powers have been removed.

Proposed modifications in Section 650.30 place into rule specific mention of the format that authorizers must use when submitting to the State Board reports of approved charter school applications and reports related to renewal of approved charters or revisions to those charters made after approval is granted. Overall, the proposed changes do not place new requirements on charter school authorizers, as authorizers have been required to use certain forms for these processes for some time. The agency has an obligation to state all of its policies in administrative rules. The majority of the changes in Section 650.30 will correct the rule's oversight in not listing the complete requirements that apply to these reports.

Additionally, in response to public comment received, staff propose that Section 650.30 be modified to require submission of additional information relative to English learners enrolled in the charter schools at the time reports of approved charter school or renewals are submitted.

The proposed amendments were published May 30, 2014, in the Illinois Register to elicit public comment; comments were received from two entities. A summary and analysis of the public comment, 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:** Please see “Background” above.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see “Next Steps” below.
**Pros and Cons of Various Actions**

It is appropriate to update the rules so that they can accurately reflect the procedures and State Board policies regarding biennial reporting by authorizers of charter schools, as well as ongoing monitoring and sanctioning of charter school authorizers, as necessary. The proposed rules place all charter school authorizers on notice of the agency's expectations for reporting and the grounds upon which an authorizer may be subject to losing its power to authorize charter schools. Due process is afforded to authorizers in that the rules allow for reasonable inquiry for the agency to ascertain the validity of any charges or complaints, provide an opportunity for the authorizer to meet with State Board staff and propose a plan to correct any deficiencies, preserve the authorizer's right to provide written and oral comments to the State Board prior to the State Board taking final action to remove authorizing powers, and enable an authorizer to regain authorizing powers under certain conditions.

Not proceeding with the rulemaking will limit the State Board's power to remove authorizing power and subject the agency to potential challenges to its actions since agency policies in this regard have not been stated in administrative rules, as is required under the Illinois Administrative Procedure Act.

**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:

> Charter Schools (23 Illinois Administrative Code 650).

> 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.
Section 650.30 (Submission to the State Board of Education)

Comment

One organization asked that further "protections" for students with disabilities be provided through the rules. Specifically, the commenter asked that the rules require a local board of education to include in its report of a charter school's approval a description of how the charter school will ensure appropriate levels of qualified staffing and of the training that will be provided for the special education staff of the charter school. Additionally, the commenter also advocated for the inclusion of information specific to discipline of students with disabilities (i.e., protection of student rights, training for staff, and tracking and reporting of suspensions and expulsions).

Analysis

Section 650.30 outlines the requirements for local school boards' submission of reports to the State Board with regards to application for, or revisions, renewal, or revocation of charter schools. The proposed rule at subsection (b)(1)(C) of that Section summarizes some of the information about special education services that the local board of education must provide but is expressly not meant to be exhaustive. Agency staff are willing to revisit the required form provided in order to address the concerns raised by the commenter.

In addition, P.A. 98-1102, effective August 26, 2014, sets forth reporting requirements on school districts and state-authorized charter schools specific to student discipline. This would be the more appropriate mechanism for the tracking and reporting of discipline data at charter schools.

Recommendation

No change is recommended in response to this comment.

Comment

P.A. 98-639, effective June 9, 2014, mandates charters to comply with state and federal statutory and regulatory requirements for serving English learners. The commenter asked that charter schools be required to explain how they will comply in their applications for approval and applications for revision of an existing charter.

Analysis

Historically, the agency has not required that charter schools report how they plan to comply with state and federal requirements for the education of English learners, although this information is generally required by the authorizer through its Request for Proposal (RFP) process. In working with interested parties toward enactment of P.A. 98-639, however, it became apparent that some charter schools have not developed comprehensive plans to meet the needs of English learners and/or are not aware of all state and federal requirements for the education of English learners. Thus, staff agree with the commenter that the rules should require an applicant for a new charter school, and charter schools seeking renewal of their
charters, to articulate how they will comply with all state and federal requirements for the education of English learners.

**Recommendation**

It is recommended that Section 650.30(b) be modified as follows.

b) Section 27A-6 of the School Code provides that a *proposed contract between the governing body of a proposed charter school and the local school board must be submitted to and certified by the State Board before it can take effect.*

1) Reports of approved application or renewals shall consist of the charter school proposal voted upon by each of the local boards of education authorizing the charter school and the contractual agreement. The report also shall be accompanied by each of the forms, to be supplied by the State Superintendent of Education, listed in this subsection (b)(1). Reports lacking one or more of these documents shall be considered incomplete and shall not be reviewed for certification until all required items have been submitted.

A) A form attesting to the local board of education's compliance with all of the procedural requirements and application components set forth in Article 27A of the School Code. The form and the proposed contractual agreement shall be signed by the president of each local school board that is a party to the application and the appropriate officers of the charter school governing body.

B) A budget narrative and financial schedule for the term of the charter.

C) A plan for the provision of special education services to students with disabilities enrolled in the charter school, that aligns to the requirements of Article 14 of the School Code [105 ILCS 5/Art. 14] and 23 Ill. Adm. Code 226 (Special Education), and which, for approved applications, shall at least include, but not be limited to, an explanation of how parents of students with disabilities will be informed of their students' eligibility to participate in the charter school lottery held pursuant to Section 27A-4(h) of the School Code and how the charter school will identify students who may be eligible to receive special education services at the charter school.

D) A plan for the provision of educational services for English learners that aligns to the requirements of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education).

**Comment**

A suggestion was made that the State Board post on its website all approved charter contracts and submissions required under Section 650.30(b).
Analysis

Rulemaking is not the correct avenue to address this issue. Both authorizers and charter schools are public bodies subject to the requirements of the Freedom of Information Act (FOIA). If they are not compliant with FOIA, then that noncompliance should be reported to the Public Access Counselor established in the Office of the Illinois Attorney General.

City of Chicago School District 299 (by far the largest charter authorizer in Illinois) has started posting all charter proposals it receives through its official RFP process on its website at http://www.cps.edu/NEWSCHOOLS/Pages/Process.aspx. The State Board, on the other hand, has not posted contracts and proposals on its website, although any person or entity can request these documents through FOIA at any time. The agency is concerned about committing to posting these documents due to the possibility that they may contain student identifying information and other information that would not be releasable under FOIA or other laws.

Recommendation

No change is recommended in response to this comment.

Section 650.55 (Biennial Reporting Requirements)

Comment

The same organization asked that the State Board require that authorizers include a dozen different data elements specific to students with disabilities in their data submissions to the agency for the purposes of the biennial report. The elements range from ensuring nondiscrimination to compliance with special education laws. Additionally, the commenter said that authorizers should report information specific to discipline situations and the availability of services for students with intense needs, including student enrollment and exit information, and educator licensing and training of charter schools' staff. Finally, the group requested that all data submissions from authorizers be posted on the State Board's website.

Analysis

The suggestions of the commenter for augmenting the authorizer's reporting requirements exceed the scope of what the agency is permitted to collect under Section 27A-12 of the School Code. Moreover, the concerns raised by the commenter are global concerns that should not be addressed through rulemaking specific to charter schools. All local school boards (not just school boards that oversee a charter school) are required to maintain special education policies and procedures, which should be followed in all public schools, including charter schools, under the jurisdiction of the authorizer. The State Board conducts special education monitoring and complaint investigations, and these are the appropriate structures for overseeing the authorizer's practices outlined in the commenter's remarks. Finally, some of the information that the commenter suggests be collected in the authorizer reports is already collected by the agency through other processes. It is important for the State Board to avoid the collection of duplicate data in order to reduce the burden on school districts.

The State Board of Education would not post the authorizer biennial submissions online due to the concern that these reports may include student identifying data or other information that is
considered confidential and would not be releasable under FOIA or other laws. The reports can be requested through the State Board's FOIA process or by submitting a request to the authorizer directly. The State Board has historically posted the biennial report online, which includes data collected from authorizer and charter submissions in the aggregate.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

Another commenter asked that the State Board post on its website the form for reporting data and information for the biennial report by January 30 of each odd-number year (rather than July 1 of each odd-numbered year) to allow sufficient time for it to gather the data and information from its charter schools.

The commenter also requested flexibility on timing with respect to furnishing financial data, since charter school audits are generally not available until November 1 for the preceding school year, and thus cannot be submitted to the State Board earlier than that date.

**Analysis**

Staff do not anticipate that the categories of data that will be requested on the form will change significantly from year to year and thus do not object to the request that this form be posted by January 30 of every odd-numbered year.

Agency staff do not plan to require that charter school audits be included as part of the authorizer’s submissions for the biennial report.

**Recommendation**

It is recommended that Section 650.55(a) be modified as follows.

a) No later than September 30 of every odd-numbered year, each authorizer shall submit a report to the State Board of Education that shall respond at least to the reporting elements set forth in Section 27A-12 of the School Code. The State Superintendent of Education shall develop and post at [http://www.isbe.net/charter/Default.htm](http://www.isbe.net/charter/Default.htm) by January 30 of each odd-numbered year a standard form that shall be used for this purpose.

**Section 650.65 (Monitoring of Charter Authorizers by the State Board of Education; Corrective Action)**

**Comment**

A commenter expressed the belief that the process proposed for individuals to submit complaints about charter schools to the State Board lacks "public transparency (such as notice of complaints or resolution agreements)" and fails to provide for notification to the complainant about the action that the State Board has taken against the authorizer that was the subject of the complaint. Procedures addressing such notification should be added to the rules, the...
organization said, and the agency should post complaints and any findings or compliance agreements that result from the complaint process on the agency's website.

Analysis

Any complaints the agency receives pertaining to an authorizer and any findings or compliance agreements that result from the complaint process could be requested by a third party through FOIA. Therefore, it is not necessary for the agency to post these documents online and indeed a policy or practice of posting this documentation online could hinder the ability of staff to conduct investigations.

Agency staff agree, however, that the rules should keep the complainant notified of the status of any reasonable inquiry and sanctions imposed by the agency as a result of a complaint. Therefore, an authorizer that is the subject of a complaint should be required to provide to the complainant copies of any documents the authorizer plans to submit to the State Board in response to such complaint. In addition, once the State Board's process of addressing complaints pursuant to the rules has been completed, the State Board should issue a written decision to the complainant that addresses each allegation in the complaint, any findings and conclusions with respect to each allegation, and any orders for actions or sanctions imposed against the authorizer and/or any schools under its jurisdiction.

Recommendation

It is recommended that new Sections 650.65(b)(3) and 650.65(c)(4) be added as follows.

Section 650.65(b)(3)

3) At the conclusion of any complaint investigation, the State Board shall provide to the complainant a written decision that addresses each allegation in the complaint and contains:

A) findings of fact and conclusions with respect to those allegations;

B) the reasons for the State Board of Education’s final decision;

C) orders for any actions or sanctions, including without limitation technical assistance activities and negotiation, imposed against the authorizer and/or any charter schools under its jurisdiction.

Section 650.65(c)(4)

4) The authorizer shall provide a copy of the written response and any supporting documentation to the complainant within the timelines established pursuant to subsection (c)(2).

Comment

A commenter asked that the rules be expanded to clarify that the State Board may sanction authorizers that fail to require a remediation plan for and/or close charter schools that are in violation of state or federal nondiscrimination laws, including laws pertaining to students with
disabilities (Section 650.65(a)), and state that a charter school could be closed for violating the rights of students with disabilities or other civil rights violations (Section 650.65(k)).

Analysis

The commenter raises a valid point. Section 27A-9(c) of the School Code provides that the authorizer may take action against a charter school when the school has committed a material violation of any of the conditions, standards or procedures set forth in the charter; failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter; failed to meet generally accepted standards of fiscal management; and/or violated any provision of law from which the charter school was not exempted. While the proposed rule address academic achievement and fiscal management, it fails to explicitly address material violations of the charter or violations of laws from which charters schools are not exempt.

To ensure alignment of the rules to the statute, staff agree that a change should be made in Section 650.65(a)(3) to allow the agency to take action against authorizers that fail to close or require a remediation plan of charter schools that violate “any provision of law from which the charter school is not exempted”. This new rule will be broad enough to encompass “violation[s] of state and federal nondiscrimination laws, including special education laws”, as was suggested by the authorizer. A companion change also will be made in Section 650.65(k)(1)(D) to make that rule complete.

Section 650.65(k)(1)(C), as proposed, is written broadly enough so as to encompass “any violation of the legal rights of students with disabilities or other civil rights laws”, as further suggested by the commenter. To include this language would be at best redundant, at worst, unintentionally limiting.

Additionally, State Board staff propose a technical change to align the identification of low-performing schools to the process used for federal accountability purposes in order to provide for consistency among various State Board of Education initiatives.

Recommendation

It is recommended that new Sections 650.65(a)(3) and 650.65(k)(1)(D) be added and the remaining subsections renumbered accordingly, and that Sections 650.65(a)(4) and 650.65(k)(1)(A) be modified, as follows.

Section 650.65(a)

3) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:

A) committed a material violation of any of the conditions, standards, or procedures set forth in the charter; and/or

B) violated any provision of law from which the charter school was not exempted under Article 27A of the School Code.

4) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:
A) have exhibited low student performance as evidenced by: remain on academic watch status for three or more years after initial placement on academic watch status

i) a school's student achievement being among the lowest 5 percent of schools in the State, as determined by a three-year average of State assessment results for all students in reading and mathematics;

ii) if the charter school is a high school, an average graduation rate of less than 60 percent over the three school years immediately preceding the year in which corrective action is being considered; or

iii) receipt of a school improvement grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq.); and/or

B) fail to meet performance targets and standards established by the authorizer in a charter school performance plan by the timelines specified in the plan;

5) Failure to require a plan of remediation pursuant to Section 27A-9(c) for, and/or close, charter schools for financial mismanagement or failure to meet generally accepted standards of fiscal management; and/or

6) A pattern of evidence-based complaints about the authorizer or any of its public charter schools, filed with the State Superintendent of Education in accordance with subsection (b).

Section 650.65(k)(1)

1) The State Board of Education may order any charter school under the jurisdiction of the authorizer that has had its power to authorize charter schools removed under this Section to close if the State Board of Education clearly demonstrates that the charter school did any of the following or otherwise failed to comply with the requirements of Article 27A of the School Code:

A) Exhibited low student performance, as defined in subsection (a)(4)(A), remained on academic watch status for three or more years after initial placement on academic watch status, and/or failed to meet performance targets and standards established by the charter school's authorizer in a charter school performance plan within the timelines specified in the plan;

B) Mismanaged its finances or failed to meet generally accepted standards of fiscal management; and/or

C) Violated any provision of law from which the charter school was not exempted pursuant to Section 27A-5 of the School Code; and/or
D) Committed a material violation of any of the conditions, standards or procedures set forth in the charter.

Comment

The commenter indicated that the complaint process "is broadly written and should be narrowed to focus on whether the authorizer has failed to demonstrate a commitment to high-quality authorization practices". Further, the commenter asked that a time limit for filing complaints be established and that the complaint be provided to the authorizer at the same time as it is filed with the State Superintendent so that the authorizer may appropriately respond. Finally, the commenter asked for the standard that State Board staff will use to determine if a complaint is "frivolous, trivial or designed or intended primarily to harass the authorizer".

Analysis

The complaint process allows for complaints alleging violations of Article 27A of the School Code or of Part 650. To allow for complaints regarding the authorizer's commitment to high-quality authorization practices would be much broader and would be open to interpretation as to what constitutes "high quality".

The commenter is correct that the proposed rules neglect to set a "statute of limitations" for filing complaints and a one-year time period, similar to what is allowed for special education complaints, seems reasonable. The proposed rules in Section 650.65(c), however, do provide adequate notice of the complaint to an authorizer who is the subject of the complaint.

Since the terms "frivolous", "trivial", and "harass" are generally understood terms within the legal community and elsewhere, adding definitions would be unnecessary. Improvements could be made to Section 650.65(b)(2)(B) to more accurately describe the circumstances under which the State Board would decline to consider a complaint.

Recommendation

It is recommended that Section 650.65(b) be modified as follows.

b) A complaint alleging that an authorizer has violated a requirement of Article 27A of the School Code or this Part may be submitted in writing to the State Superintendent of Education no later than one calendar year from the date of the alleged violations.

1) The written complaint shall include:

A) A statement as to which provision of law or rules has been violated;

B) The date or dates upon which the violation occurred;

C) The facts on which the statement is based; and

D) The signature and contact information for the complainant.
2) A complaint submitted in accordance with subsection (b)(1) shall be considered by the State Superintendent of Education unless:

A) It clearly appears on its face to be frivolous, trivial or designed or intended primarily to harass the authorizer;

B) The prior to any action by the State Superintendent of Education has documentation that, the authorizer already is satisfactorily addressing issues that are substantially the same as those raised in the complaint voluntarily concedes noncompliance and agrees to take appropriate remedial action within a reasonable timeframe; or

C) Prior to any action by the State Superintendent of Education, the complainant withdraws the complaint; or

D) The alleged violation occurred more than one calendar year from when the complaint was submitted to the State Superintendent of Education.

Comment

The commenter questioned the process the State Superintendent would use to determine whether a complaint falls within the State Board's jurisdiction and merits consideration based on the criteria set forth in Section 650.65 of the proposed rules. She also asked that information that identifies the complainant not be redacted from the complaint, except as may be required under FOIA.

Analysis

Section 650.65(c) of the proposed rules provide that the State Superintendent will consider a complaint "upon a determination that a complaint (...) is within the State Board of Education's jurisdiction and merits consideration". The internal review process to make this determination, which need not be enumerated in the rules, would entail a review of the particulars of the complaint against the Charter Schools Law and Part 650. The scope of the agency's jurisdiction to take action against a charter school authorizer is defined in Article 27A of the School Code.

It is no longer agency practice to redact certain information from complaints and the proposed rule should be modified to conform to the public access requirements under FOIA.

Recommendation

It is recommended that Section 650.65(c) be modified as follows.

   c) When the State Superintendent of Education has information that the authorizer may meet one or more of the conditions specified in subsection (a) or upon a determination that a complaint submitted pursuant to subsection (b) is within the State Board of Education's jurisdiction and merits consideration, the State Superintendent shall provide written notification to the authorizer enumerating the deficiencies found or the particulars of the complaint filed against the authorizer and providing a copy of the complaint, redacting any personally identifiable
information that is protected from disclosure under one or more exemptions enumerated in the Illinois Freedom of Information Act [5 ILCS 140].

Comment

The commenter expressed concern about the State Board's conduct of a "reasonable inquiry" to determine if the charter school authorizer violated any provisions of the law or rules. The individual asked about the process for choosing and using an outside entity to conduct the inquiry, particularly to guard against any biases or conflict of interests that might arise, and to notify the authorizer of the identity of any outside entity to be used.

The proposed rule, she said, also would benefit from clarity about the extent to which the charter school would be involved in a reasonable inquiry of its authorizer and at what point the authorizer would be notified about the charter school's involvement.

Analysis

The agency makes determinations about whether and to what extent outside entities assist in its work based on staff availability and work load demands. The State Board has the authority to contract with others for specific tasks and duties that it may be unable to accomplish in a timely fashion. Staff agree that it is paramount that the identification of others to conduct reasonable inquiries should be done with care to ensure that the individual or firm is free from biases and conflicts of interest that may influence the review. Additionally, the charter school authorizer should be notified when an outside entity will be conducting the inquiry, including the identity of the entity, so that the authorizer has an opportunity to alert agency staff to any potential biases or conflicts of which staff might otherwise not be aware.

As for the second point, the commenter raises a concern that the authorizer will have no notice of its charter school's involvement in a reasonable inquiry and therefore, no opportunity to respond to the assertions made by the charter school. This is a fair point. The proposed rule could provide an opportunity for such discussion at the time that the authorizer meets with the State Board of Education. Additionally, the notification of noncompliance could identify any new allegations made against the authorizer during the reasonable inquiry.

Recommendation

It is recommended that Sections 650.65(d)(2) and 650.65(e) be modified as follows.

(d)(2) The reasonable inquiry may include one or more of the following steps, which may be conducted by State Board of Education personnel, or an outside entity, at the State Superintendent of Education's discretion. The State Superintendent shall notify the authorizer in advance of commencing the reasonable inquiry of the identity of any outside entity to be used to conduct the inquiry.

(e) If the reasonable inquiry results in a determination of noncompliance, the State Superintendent shall provide a written notification of noncompliance to the authorizer by certified mail, return receipt requested. The notification of noncompliance shall specify the following:

1) All formal findings of noncompliance specific to the statutory or regulatory violations that led to the finding of noncompliance, to include any new
allegations raised during that the reasonable inquiry conducted pursuant to subsection (d);

2) The timeframe within which the areas of noncompliance must be cured;

3) The technical assistance available to the authorizer, if applicable;

4) The consequences, if any, that will be imposed by the State Board of Education should the authorizer fail to address the areas of noncompliance; and

5) A statement informing the authorizer that it may seek a conference with representatives of the State Board of Education to dispute the findings of noncompliance, including those resulting from any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d), by submitting a written request to the address specified in subsection (c)(2) within 15 days after receiving the notification of noncompliance.

Comment

The commenter identified what she saw as an inconsistency between having the State Superintendent of Education approve or disapprove the corrective action plan of an authorizer found to be in noncompliance and the action of the State Board of Education in directing the State Superintendent to subsequently impose sanctions against the authorizer, as applicable. The rules, she stated, do not require that the State Superintendent report to the State Board of Education about the progress the authorizer has made relative to the plan. The provisions proposed, the commenter asserted, conflict with Section 27A-12 of the School Code, which requires the State Board of Education, rather than the State Superintendent, "to monitor charter authorizing practice". Instead, the State Superintendent should make recommendations to the State Board of Education regarding approval of any corrective action plan and share that recommendation with the affected authorizer before Board action.

Analysis

The State Board of Education is the policy-setting body of the state's education agency, while the State Superintendent, in conjunction with the employees of the agency, serves in an administrative capacity to advise the members of the State Board of Education regarding the policies upon which the Board acts. It is the work of the agency's staff that informs the decisions made by the members of the State Board of Education.

Nothing in the Charter Schools Law requires that the members of the State Board of Education act on the corrective action plan; in fact, it is a function that more appropriately belongs to the State Superintendent and his staff. In their administrative capacity, the State Superintendent and his staff also provide ongoing monitoring of charter schools and their authorizers. Using the information gleaned from monitoring efforts, the State Board of Education may then determine whether to sanction charter school authorizers or revoke the charters of chronically low-performing charter schools authorized by the authorizer at the time of removal, as is required under Section 27A-12 of the School Code.

Recommendation
No changes are recommended in response to these comments.

Comment

In reviewing Appendix A, the commenter suggested that the State Charter School Commission review an appeal of local board of education action on charter school requests within the "high-quality authorizing practices" established by that local board. She also asked that the "de novo review language be removed from (Section 650.110)".

Analysis

Section 27A-8(h) sets forth the conditions upon which the State Charter School Commission may reverse a local board of education's decision to deny a charter school proposal. Whether the local board of education is employing "high-quality authorizing practices" in its deliberations may contribute to the board's making sound decisions when acting on charter proposals, but it is not a basis upon which the Commission would base its decision.

(h) The Commission may reverse a local board's decision to deny a charter school proposal if the Commission finds that the proposal (i) is in compliance with this Article and (ii) is in the best interests of the students the charter school is designed to serve.

Section 650.110 is not part of the current rulemaking; therefore no changes could be made to that Section in response to the commenter's request. With that being said, the particular commenter has continually raised the issue of de novo review, and agency staff's position has not changed since the rule was put in place in 2012. The Commission believes the law, specifically Sections 27A-8(d), (e) and (g), requires it to conduct a de novo review of a charter proposal, without deference to either party, regardless of whether the appeal is based on a district's denial of a charter proposal or its failure to act in a timely manner. The Commission must review the proposal anew, just as though it were the local school board receiving the proposal for the first time.

As noted above, the statute clearly identifies two criteria for the Commission to use to review appeals, neither of which is the commenter's position: compliance with the Charter Schools Law and best interests of the students. By its nature, determining whether the proposal complies with the Charter Schools Law requires examining the proposal with fresh eyes. For example, the Commission cannot determine whether the charter proposal is complete and includes the charter school’s mission statement, goals, educational program, and budget, without conducting a thorough, de novo review of the proposal itself.

A plain reading of the Charter Schools Law is not the only indication that the Commission's review should be conducted de novo; case law applying the law’s provisions upheld the State Board’s practice of thorough review. Bd. of Educ. of Rich Twp. High Sch. v. Illinois State Bd. of Educ., 965 N.E.2d 13 (Ill. App. Ct. 2011). The Commission believes the same standard should apply to its review of proposals on appeal or its consideration of requests not timely considered.

Furthermore, the Charter Schools Law fails to include provisions requiring the Commission to defer to local school boards. When a law's intent is for a reviewing body to defer to the body being reviewed, the law explicitly states that requirement.

Recommendation
No changes are recommended in response to these comments.
PART 650
CHARTER SCHOOLS

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SUBPART C: ACTIONS OF THE STATE CHARTER SCHOOL COMMISSION

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650.100 Appeals to, and Requests for Consideration by, the Commission
650.110 Review of Appeals and Requests for Consideration; Decision

650.APPENDIX A Principles and Standards for Authorizing Charter Schools

AUTHORITY: Implementing and authorized by Article 27A of the School Code [105 ILCS 5/Art. 27A].

SUBPART A: GENERAL PROVISIONS

Section 650.10 Definitions

"Article 27A of the School Code" or the "Charter Schools Law" means 105 ILCS 5/Art. 27A.

"Authorizer" has the meaning set forth in Section 27A-3 of the School Code and includes the Commission.

"Commission" has the meaning set forth in Section 27A-3 of the School Code.

"Day" means calendar day, unless otherwise specified in this Part. The time within which any action required under this Part must occur shall be determined in accordance with the provisions of Section 1.11 of the Statute on Statutes [5 ILCS 70/1.11].

"School Code" means 105 ILCS 5.

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

Section 650.20 Purpose

Article 27A of the School Code sets forth the requirements for a charter school and the procedure for consideration of a charter school proposal by a local board of education, by two or more local boards of education pursuant to Section 27A-4(e) of the School Code, or by the Commission.

a) This Part sets forth the procedures applicable to reporting to the State Board of Education by local school boards and the Commission of the submission of charter school proposals, as required by Sections 27A-8(f) and 27A-9(e) and (f) of the School Code, and of reporting of data regarding the charter schools under the authorizer, as required by Section 27A-12 of the School Code.

b) Further, this Part further sets forth procedures for appeals to the Commission of local board of education decisions under Section 27A-9 of the School Code and for the orderly closing of charter schools.

c) This Part also sets forth the procedures for the State Board of Education to remove the power of authorizers to authorize charter schools as provided under Section 27A-12 of the School Code.
SUBPART B: ACTIONS OF THE STATE BOARD OF EDUCATION

Section 650.30 Submission to the State Board of Education

Local boards of education shall submit a final report to the State Board of Education as to the action by the local boards of education with regard to an application for, revision of, renewal of, or revocation of a charter. A copy of the report shall be provided to the applicant or charter holder at the same time that the report is submitted to the State Board of Education. Reports shall be submitted as follows.

a) The local board of education shall submit the report to the State Board of Education either by electronic mail or U.S. mail to the address in subsection (e) of this Section not later than seven days after the date of the public meeting at which the board acted on the charter request.

1) For reports submitted by U.S. mail, the report must bear a postmark date of not later than seven days following the meeting date.

2) In case of separate public meetings by each school board involved, the seven days shall begin when the last school board votes on the matter.

b) Section 27A-6 of the School Code provides that a proposed contract between the governing body of a proposed charter school and the local school board must be submitted to and certified by the State Board before it can take effect.

1) Reports of approved applications, revisions, or renewals shall consist of the charter school proposal voted upon by each of the local boards of education authorizing the charter school and the contractual agreement. The report also shall be accompanied by each of the forms, a form to be supplied by the State Superintendent of Education, listed in this subsection (b)(1). Reports lacking one or more of these documents shall be considered incomplete and shall not be reviewed for certification until all required items have been submitted. Board that

A) A form attesting attests to the local board of education's compliance with all of the procedural requirements and application components set forth in Article 27A of the School Code. The form and the proposed contractual agreement shall be signed by the president of each local school board that is a party to the application and the appropriate officers of the charter school governing body. Section 27A-6 of the School Code provides that a proposed contract between the governing body of a proposed charter school and the local school board must be submitted to and certified by the State Board before it can have effect.
B) A budget narrative and financial schedule for the term of the charter.

C) A plan for the provision of special education services to students with disabilities enrolled in the charter school that aligns to the requirements of Article 14 of the School Code [105 ILCS 5/Art. 14] and 23 Ill. Adm. Code 226 (Special Education) and which, for approved applications, shall at least include, but not be limited to, an explanation of how parents of students with disabilities will be informed of their students' eligibility to participate in the charter school lottery held pursuant to Section 27A-4(h) of the School Code and how the charter school will identify students who may be eligible to receive special education services at the charter school.

D) A plan for the provision of educational services for English learners that aligns to the requirements of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education).

2) Reports of approved revisions shall consist of the revised contractual agreement. The report also shall be accompanied by the form specified in subsection (b)(1)(A) and may include the forms specified in subsection (b)(1)(B) or (b)(1)(C), as applicable to the revisions being made.

c) Reports of denials, revocations or non-renewals shall consist of the charter proposal or current charter contract voted upon by each of the local boards of education; a copy of each board's resolution setting forth the board's action and its reasons for the action; a notice to the applicant or charter holder to the effect that a denial, revocation or non-renewal of a charter school application or revision may be appealed to the Commission within 30 days from the date that the school board voted to deny the application or revoke or not renew a contract; and any other documents upon which the board relied in denying the current proposal or revoking or not renewing the contract.

d) Each submission under subsection (b) or (c) of this Section also shall include a certification of publication and a copy of the printed notice of the public meeting for each local board of education involved, as required by Section 27A-8(d) of the School Code.

e) Reports shall be submitted via electronic submission to charter@isbe.net or by certified mail, return receipt requested, addressed to:

Illinois State Board of Education
Charter Schools
100 West Randolph Street
f) Reports and other documentation pertaining to denials, revocations or non-renewals also shall be submitted to the Commission within the timeframe set forth in subsection (a) of this Section via electronic submission to Jeanne.Nowaczewski@Illinois.gov or by certified mail, return receipt requested, addressed to:

State Charter School Commission
Michael A. Bilandic Building
160 North LaSalle Street, 6th Floor
Chicago, Illinois  60601

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

Section 650.55  Biennial Reporting Requirements

a) No later than September 30 of every odd-numbered year, each authorizer shall submit a report to the State Board of Education that shall respond at least to the reporting elements set forth in Section 27A-12 of the School Code [105 ILCS 5/27A-12]. The State Superintendent of Education shall develop and post at http://www.isbe.net/charter/Default.htm by January 30 of each odd-numbered year a standard form that shall be used for this purpose.

b) The report shall include, but not be limited to, the information specified in this subsection (b), to be reported for each of the two school years immediately preceding submission of the report.

1) The name, job title and contact information for each person who has principal responsibilities relative to the authorization of charter schools and, if applicable, the name of each contractor so engaged and a description of its authorizing responsibilities.

2) Information relative to the authorizer's strategic vision for chartering, strategies for accomplishing that vision and an assessment of progress toward achieving that vision.

3) Information relative to the chartering policies and practices developed and maintained by the authorizer, including but not limited to:

A) Solicitation and evaluation of charter applications;

B) Decision-making processes regarding new charter approvals;
C) Negotiation processes to ensure execution of sound charter contracts with clear performance standards established for each approved charter school;

D) Ongoing charter school oversight and evaluation;

E) Charter renewal decision-making; and

F) Charter school non-renewal or revocation decision-making.

4) The status of the authorizer's charter school portfolio in each of the following categories:

A) For any charter school that has been approved but is not opened by the date the authorizer submits its report to the State Board of Education:

   i) the targeted student population and the community the school hopes to serve;

   ii) the location or geographic area proposed for the school;

   iii) the projected enrollment;

   iv) the grades to be operated during each year in the term of the charter contract;

   v) the names and contact information for the governing board; and

   vi) the planned date for opening.

B) The number of charter schools operating in each of the following categories:

   i) Charter schools operating more than one campus under a single charter agreement;

   ii) Virtual charter schools;

   iii) Charter schools devoted exclusively to students from low-performing or overcrowded schools; and

   iv) Charter schools devoted exclusively to re-enrolled high school dropouts and/or students at risk of dropping out.
C) Information relative to each charter school whose charter was renewed, to include at least the date of renewal.

D) Information relative to each charter school whose charter was transferred to another authorizer, to include at least the effective date of the transfer.

E) Information relative to each charter school whose charter was not renewed or was revoked, to include at least the effective date of and reasons for the non-renewal or revocation.

F) Information relative to each charter school that was voluntarily closed, to include at least the effective date of the closure.

G) Information relative to each charter school that was approved but was never opened and has no planned date for opening.

5) The total student enrollment by September 30 of the applicable school year for all charter schools authorized by the authorizer.

6) Information relative to the academic and financial performance of each of the authorizer's operating charter schools, to include at least data related to the performance expectations for charter schools set forth in Section 2-3.64 of the School Code or the charter contract.

7) The authorizer's operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.

8) A description of the general categories of services provided by the authorizer to the charter schools in its portfolio pursuant to Section 27A-11(b) of the School Code, as set forth in the charter school contracts, and an itemized accounting of the revenue the authorizer received from its charter schools for a particular service and the authorizer's actual costs for services provided, when applicable.

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

Section 650.65 Monitoring of Charter Authorizers by the State Board of Education; Corrective Action

In accordance with Section 27A-12 of the School Code, the State Board of Education shall rely on information reported by authorizers pursuant to Section 650.55 and ongoing monitoring of both charter schools and authorizers to determine whether to remove the power to authorize from any authorizer in this State if the authorizer does not demonstrate a commitment to high-
quality authorization practices and, if necessary, revoke the charters of the chronically low-performing charters authorized by the authorizer at the time the power to authorize is removed. [105 ILCS 5/27A-12]

a) A charter school authorizer may be subject to corrective action, including but not limited to removal of chartering authority, in the following circumstances:

1) Failure to develop charting policies and practices consistent with the principles and standards set forth in Appendix A (see Section 27A-7.10(e) of the School Code);

2) Failure to comply with any State or federal statutory or regulatory requirement for charter authorization;

3) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:
   A) committed a material violation of any of the conditions, standards, or procedures set forth in the charter; and/or
   B) violated any provision of law from which the charter school was not exempted under Article 27A of the School Code.

4) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:
   A) have exhibited low student performance as evidenced by:
      i) a school's student achievement being among the lowest 5 percent of schools in the State, as determined by a three-year average of State assessment results for all students in reading and mathematics;
      ii) if the charter school is a high school, an average graduation rate of less than 60 percent over the three school years immediately preceding the year in which corrective action is being considered; or
      iii) receipt of a school improvement grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq.);
   B) fail to meet performance targets and standards established by the authorizer in a charter school performance plan by the timelines specified in the plan;
5) Failure to require a plan of remediation pursuant to Section 27A-9(c) for, and/or close, charter schools for financial mismanagement or failure to meet generally accepted standards of fiscal management; and/or

6) A pattern of evidence-based complaints about the authorizer or any of its public charter schools, filed with the State Superintendent of Education in accordance with subsection (b).

b) A complaint alleging that an authorizer has violated a requirement of Article 27A of the School Code or this Part may be submitted in writing to the State Superintendent of Education no later than one calendar year from the date of the alleged violations.

1) The written complaint shall include:

   A) A statement as to which provision of law or rules has been violated;

   B) The date or dates upon which the violation occurred;

   C) The facts on which the statement is based; and

   D) The signature and contact information for the complainant.

2) A complaint submitted in accordance with subsection (b)(1) shall be considered by the State Superintendent of Education unless:

   A) It clearly appears on its face to be frivolous, trivial or designed or intended primarily to harass the authorizer;

   B) The State Superintendent of Education has documentation that the authorizer already is satisfactorily addressing issues that are substantially the same as those raised in the complaint;

   C) Prior to any action by the State Superintendent of Education, the complainant withdraws the complaint; or

   D) The alleged violation occurred more than one calendar year from when the complaint was submitted to the State Superintendent of Education.

3) At the conclusion of any complaint investigation, the State Board shall provide to the complainant a written decision that addresses each allegation in the complaint and contains:

   A) findings of fact and conclusions with respect to those allegations;
B) the reasons for the State Board of Education’s final decision;

C) orders for any actions or sanctions, including without limitation technical assistance activities and negotiation, imposed against the authorizer and/or any charter schools under its jurisdiction.

c) When the State Superintendent of Education has information that the authorizer may meet one or more of the conditions specified in subsection (a) or upon a determination that a complaint submitted pursuant to subsection (b) is within the State Board of Education’s jurisdiction and merits consideration, the State Superintendent shall provide written notification to the authorizer enumerating the deficiencies found or the particulars of the complaint filed against the authorizer and providing a copy of the complaint, redacting any information that is protected from disclosure under one or more exemptions enumerated in the Illinois Freedom of Information Act [5 ILCS 140].

1) The written notification shall be sent by certified mail, return receipt requested, to the authorizer, and a copy of the notification shall be provided by regular U.S. mail to the complainant.

2) Upon receipt of the notification, the authorizer shall have no more than 15 days to provide a written response to the State Board of Education. The authorizer and the State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 45 days. The written response shall be addressed to the General Counsel, Illinois State Board of Education, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601.

3) The authorizer's written response shall include a statement addressing any of the deficiencies cited by the State Superintendent of Education or the issues raised in a complaint, as well as any documentation requested by the State Superintendent.

4) The authorizer shall provide a copy of the written response and any supporting documentation to the complainant within the timelines established pursuant to subsection (c)(2).

d) Reasonable Inquiry

1) The State Superintendent of Education may conduct a reasonable inquiry to determine if the authorizer has violated any of the provisions of Article 27A of the School Code or this Part if:

   A) The authorizer fails to respond to the complaint within the timeframe specified in subsection (c):
B) The authorizer denies the allegations in the complaint;

C) It cannot otherwise be determined on the face of the complaint and the authorizer's response as to whether the authorizer has violated any Section of the Charter Schools Law or this Part; or

D) In the authorizer's initial response, the authorizer concedes noncompliance and agrees to take appropriate remedial action, but:

   i) The complainant submits additional documentation, either orally or in writing, alleging that no remedial action has occurred or that remediation was not completed within the timeframe committed to by the authorizer; or

   ii) The State Superintendent of Education finds that no remedial action has occurred or remediation was not completed within the timeframe committed to by the authorizer.

2) The reasonable inquiry may include one or more of the following steps, which may be conducted by State Board of Education personnel, or an outside entity, at the State Superintendent of Education's discretion. The State Superintendent shall notify the authorizer in advance of commencing the reasonable inquiry of the identity of any outside entity to be used to conduct the inquiry.

A) Review of all or selected portions of the authorizer's policies, practices, education records or curriculum;

B) Contact with individuals from the authorizer or any charter school under the authorizer's jurisdiction who might reasonably be expected to have information relevant to identified deficiencies or the allegations of the complaint;

C) Desk audit, whereby the State Superintendent of Education would require submission or complete access to materials or data from the authorizer or any charter school under the authorizer's jurisdiction that the State Superintendent of Education determines will assist him or her in responding to the identified deficiencies or the allegations in the complaint; and/or

D) Technical assistance as needed to attempt to bring the authorizer into compliance.

e) If the reasonable inquiry results in a determination of noncompliance, the State Superintendent shall provide a written notification of noncompliance to the
authorizer by certified mail, return receipt requested. The notification of noncompliance shall specify the following:

1) All formal findings of noncompliance specific to the statutory or regulatory violations that led to the finding of noncompliance, to include any new allegations raised during that the reasonable inquiry conducted pursuant to subsection (d);

2) The timeframe within which the areas of noncompliance must be cured;

3) The technical assistance available to the authorizer, if applicable;

4) The consequences, if any, that will be imposed by the State Board of Education should the authorizer fail to address the areas of noncompliance; and

5) A statement informing the authorizer that it may seek a conference with representatives of the State Board of Education to dispute the findings of noncompliance, including those resulting from any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d), by submitting a written request to the address specified in subsection (c)(2) within 15 days after receiving the notification of noncompliance.

f) Within 60 days after the date of receipt of notification of noncompliance issued under subsection (e), or within 60 days after the date of any conference scheduled pursuant to subsection (e)(5), whichever is later, the authorizer shall submit to the State Superintendent a corrective action plan that conforms to the requirements of subsection (g). The authorizer and State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 90 days.

1) If the authorizer is a local school board, the plan shall be signed by the president and secretary of the local board of education pursuant to Section 10-7 of the School Code, as evidence that the board adopted a resolution authorizing its submission.

2) If the authorizer is the Commission, the plan shall be signed by the chairman of the Commission as evidence that the Commission adopted a resolution authorizing its submission.

g) The State Superintendent of Education shall approve or disapprove a corrective action plan no later than 30 days after its receipt from the authorizer and shall notify the authorizer in writing of that decision.

1) The State Superintendent shall approve a plan if it:
A) Specifies the steps to be taken by the authorizer that are directly related to the area or areas of noncompliance cited;

B) Provides evidence that the authorizer has the resources and ability to take the steps described without giving rise to other issues of compliance that would subject the authorizer to corrective action; and

C) 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.

2) If no plan is submitted, or if no approvable plan is received within the timeframe required under subsection (f), the State Board of Education may impose sanctions against the authorizer in accordance with subsection (i).

h) If, at any time while a plan for corrective action is in effect, the State Board of Education 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 State Board of Education may impose sanctions in accordance with subsection (i).

i) Sanctions Against an Authorizer

In accordance with Section 27A-12 of the School Code, the State Board of Education may remove an authorizer's power to authorize charter schools. For the purposes of this Section, "removal of the power to authorize" shall mean removal of an authorizer's power to approve and oversee any new charter schools, and/or removal of an authorizer's power to oversee charter schools already operating that are under the jurisdiction of the authorizer.

1) An authorizer that is subject to sanctions pursuant to this Section may make an oral presentation to the State Board. A request to make an oral presentation must be submitted in writing and postmarked no later than 30 days from the date of receipt of notice that sanctions may be imposed, and must identify the specific agency findings with which the authorizer disagrees. The State Board shall consider oral presentations and written documents presented by staff and interested parties prior to rendering a final decision.

2) In the event that chartering authorization is removed, the State Board of Education shall determine the status of each charter school within the authorizer's portfolio. With respect to each charter school, the State Board may:
A) Allow the charter school to continue operating under the jurisdiction of the authorizer;

B) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and transfer the charter school to another authorizer in accordance with subsection (j); or

C) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and close the charter school in accordance with subsection (k).

j) Transfer of Charter Schools

1) Based upon a recommendation of the State Superintendent of Education, the State Board of Education may order a change in authorizer for charter schools under the jurisdiction of an authorizer that has had its power to authorize charter schools removed under this Section. Unless compelling reasons justify a different recommendation:

   A) The State Superintendent shall recommend a transfer to the Commission in the case of sanctions against a local school board authorizer; or

   B) The State Superintendent shall recommend a transfer to the school board for the district or districts of student residency in the case of sanctions against the Commission.

2) The State Superintendent of Education shall provide written notification of the transfer recommendation by certified mail, return receipt requested, to the governing bodies of any charter school subject to transfer and the entity recommended to become the authorizer.

3) The governing bodies of any charter school that is subject to the transfer recommendation and the entity recommended to become the authorizer shall follow the same process and be subject to the same timelines for review as set forth in Section 27A-8 of the School Code to determine whether to enter into a contractual agreement for authorization. Until the process is complete, the charter school shall remain open under its current authorizer.

   A) If the charter school does not consent to the transfer, the State Board of Education shall order the charter school to close. Prior to this direction, the State Board of Education shall permit members of the governing board of the charter school subject to closure to present written and oral comments to the State Board of Education.
Any closure of a charter school pursuant to this subsection (j)(3)(A) shall follow the procedures set forth in Section 650.70 (Procedures for Closing a Charter School).

B) If the entity recommended to become the authorizer does not consent to the transfer, the State Board of Education shall direct the State Superintendent of Education to either recommend an alternative authorizer to which the charter school will be transferred in accordance with the requirements of this Section or to close the charter school by following the procedures set forth in Section 650.70.

4) Except in the case of an emergency, that places the health, safety, or education of the charter school's students is at risk, the transfer of the charter school to its new authorizer shall occur at the end of the school year.

5) The term of the contract with a new authorizer after a transfer of authorizers may be for a period not to exceed five years, following certification of the new charter school in accordance with Article 27A of the School Code and this Part.

k) Closure of Charter Schools

1) The State Board of Education may order any charter school under the jurisdiction of the authorizer that has had its power to authorize charter schools removed under this Section to close if the State Board of Education clearly demonstrates that the charter school did any of the following or otherwise failed to comply with the requirements of Article 27A of the School Code:

A) Exhibited low student performance, as defined in subsection (a)(4)(A), and/or failed to meet performance targets and standards established by the charter school's authorizer in a charter school performance plan within the timelines specified in the plan;

B) Mismanaged its finances or failed to meet generally accepted standards of fiscal management; and/or

C) Violated any provision of law from which the charter school was not exempted pursuant to Section 27A-5 of the School Code; and/or

D) Committed a material violation of any of the conditions, standards or procedures set forth in the charter.
2) Prior to the State Board of Education's ordering any charter school to close under this subsection (k), the State Superintendent of Education shall provide written notification by certified mail, return receipt requested, to the governing board of the charter school subject to closure. The notice shall summarize the reasons for the closure recommendation and provide, as applicable, the formal opinion pertaining to the recommendation.

3) The governing board of the charter school subject to closure shall have seven days from the date of receipt of the State Superintendent's notice to request the opportunity to present written and oral comments to the State Board of Education about the closure recommendation.

4) Any closure of a charter school pursuant to this subsection (k) shall follow the procedures set forth in Section 650.70.

l) An authorizer that has had its power to authorize charter schools removed pursuant to this Section may petition the State Board of Education for a return of authorizing powers. The State Board of Education shall reinstate the power to authorize to an authorizer if the authorizer clearly demonstrates that:

1) Any noncompliance matters that resulted in the sanctions have been resolved;

2) The authorizer has developed systems and processes to ensure that the noncompliance issues that resulted in the sanctions will not recur; and

3) The authorizer has participated in a State- or national-level training program designed to develop the capacity and effectiveness of charter school authorizers, including but not limited to any training programs offered by the Commission, provided that the Commission is not the sanctioned authorizer submitting the petition for reinstatement.

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

Section 650. APPENDIX A Principles and Standards for Authorizing Charter Schools

The following principles and standards for charter school authorizers align to Article 27A of the School Code and are based on the "Principles and Standards of Quality Charter School Authorizing" (2012), published by the National Association of Charter School Authorizers (NACSA), 105 West Adams Street, Suite 3500, Chicago IL 60603-6253 and posted at http://www.qualitycharters.org/publications-resources/principles-standards.html. No later amendments to or editions of these standards are incorporated.

PRINCIPLES
A high-quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three principles lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these principles in all aspects of their work.

**Principle 1: Maintain High Standards**

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates high-quality charter schools that meet identified educational needs.

Oversees charter schools that meet over time the performance standards and targets on a range of measures and metrics set forth in the charter contracts.

**Principle 2: Uphold School Autonomy**

Honors and preserves core autonomies crucial to school success, including:

- Governing board independent from the authorizer;
- Personnel;
- School vision and culture;
- Instructional programming, design and use of time; and
- Budgeting.

Minimizes administrative and compliance burdens on schools.

Focuses on holding schools accountable for outcomes rather than processes, while at all times strictly enforcing all applicable statutory and regulatory requirements for charter schools.

**Principle 3: Protect Student and Public Interests**

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public education obligations to all students, which includes providing:

- Nonselective, nondiscriminatory access to all eligible students;
Fair treatment in admissions and disciplinary actions for all students; and

Appropriate services for all students, including those with disabilities and who are English learners, in accordance with applicable laws.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

Sound governance, management and stewardship of public funds;

Public information and operational transparency in accordance with applicable State and federal laws; and

Compliance with all applicable laws and regulations.

Ensures in its own work:

Ethical conduct;

Focus on the mission of chartering high-quality schools;

Clarity, consistency and public transparency in authorizing policies, practices and decisions;

Effective and efficient public stewardship; and

Compliance with all applicable laws and regulations.

STANDARDS

Standard 1: Agency Commitment and Capacity

A high-quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs; clearly prioritizes a commitment to excellence in education and in authorizing practices; and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

1.1 Standards for Planning and Commitment to Excellence

Supports and advances the purposes of Article 27A of the School Code.

Ensures that the authorizer's governing board, leadership and staff understand and are committed to the principles articulated in this Appendix A.
Defines external relationships and lines of authority to protect the authorizing functions from conflicts of interest and political influence.

Implements policies, processes and practices that streamline and organize its work toward State goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for high-quality authorizing and recognized effective practices and develops and implements timely plans for improvement if these standards and practices are not achieved.

States a clear mission for high-quality authorizing (advanced).

Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals and timeframes for achievement (advanced).

Evaluates its work regularly against its chartering mission and strategic plan goals, and implements plans for improvement when the mission and strategic plan goals are not achieved (advanced).

Conforms to reporting requirements about its progress and performance in meeting its strategic plan goals, as required by Section 27A-12 of the School Code and Section 650.55 of this Part.

1.2 Standards for Human Resources

Enlists expertise and competent leadership for all areas essential to charter school oversight, including, but not limited to, educational leadership; curriculum, instruction and assessment; special education; English learners and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management through the use of staff, contractual relationships, and/or intra- or inter-agency collaborations.

Employs competent personnel at a staffing level that is appropriate and sufficient, commensurate with the size of the charter school portfolio, to carry out all authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A.
Provides for regular professional development for the authorizer's leadership and staff to achieve and maintain high standards of professional authorizing practice and to enable continual improvement.

1.3 Standards for Financial Resources

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A and commensurate with the scale of the charter school portfolio.

Tracks operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.

When making decisions pertaining to approving or renewing a charter school, considers whether the terms of the charter, as proposed, are economically sound for both the charter school and the school district. (See Section 27A-7(a) of the School Code.)

Provides funding to all charter schools in compliance with the requirements of Article 27A of the School Code and submits to the State Board of Education information about the budget and financial schedule as may be required.

Structures funding in such a way as to avoid conflicts of interest, inducements, incentives or disincentives that might compromise its judgment in charter approval and accountability decision-making.

Deploys funds effectively and efficiently and maintains the public's interests when doing so.

Standard 2: Application Process and Decision-Making

A high-quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate a strong capacity to establish and operate a high-quality charter school.

2.1 Standards for Proposal Information, Questions and Guidance

Maintains a charter application information packet or, if actively soliciting proposals, issues a request for proposals (RFP) that:
States any chartering priorities the authorizer may have established;

Articulates comprehensive application questions to elicit the information needed for a rigorous evaluation of the applicant's plans and capacities; and

Provides clear guidance and requirements for the content and format of the application and the evaluation criteria that will be used when considering the application.

Welcomes proposals from first-time charter applicants, as well as existing school operators or replicators, and appropriately distinguishes between the two types of developers in proposal requirements and evaluation criteria.

To the extent it is determined to be economically sound for the district and the charter school, encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Is open to considering diverse educational philosophies and approaches, and expresses a commitment to serve students with diverse needs.

To the extent it is determined to be economically sound for the district and the charter school, broadly invites and solicits charter applications, while publicizing the authorizer's strategic vision and chartering priorities without restricting or refusing to review applications that propose to fulfill other goals (advanced).

2.2 Standards for Fair, Transparent, Quality-Focused Procedures

Implements a charter application process that is open, well-publicized and transparent, and is organized around timelines that are clear, realistic and compliant with the timelines for review of charter proposals set forth in Section 27A-8 of the School Code.

Allows sufficient time in the application process so that each stage of the application review and school pre-opening processes are carried out with integrity and attention to high quality.

Explains how each stage of the application process is conducted and evaluated.

Informs applicants of their rights and responsibilities and promptly notifies applicants in writing of approval or denial, while explaining the factors that determined the decision.
In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part (Submission to the State Board of Education), submits all required documentation pertaining to charter school approvals to the State Board of Education, and all required documentation pertaining to denials, revocations or non-renewals to the State Board of Education and the Commission.

2.3 Standards for Rigorous Approval Criteria

Requires all applicants to submit a charter school proposal that is complete and fully addresses all required elements under Section 27A-7(a) of the School Code, including, but not limited to, a clear and compelling mission; a high-quality educational program; a solid business plan; a transportation plan to meet the needs of low-income and at-risk students; effective governance and management structures and systems; founding team members who demonstrate diverse and necessary capabilities; and clear evidence of the applicant's capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants that are existing school operators and those that are replicators.

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to students from low-performing or overcrowded schools.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to re-enrolled high school dropouts and/or students 16 or 15 years old who are at risk of dropping out.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements and criteria for applicants proposing to operate virtual or online charter schools.

2.4 Standards for Rigorous Decision-Making

 Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.
Rigorously evaluates each application through the use of knowledgeable and competent evaluators who employ some combination of a thorough review of the written proposal, a substantive in-person interview with the applicant group, the public meeting required under Section 27A-8(c) of the School Code for gathering more information to assist in determining whether to grant or deny the charter school proposal, and other due diligence to examine the applicant's experience and capacity.

Engages, for both written application reviews and any applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial and legal expertise, as well as thorough understanding of the provisions of Article 27A of the School Code and the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure the use of consistent evaluation standards and practices, observance of essential protocols and fair treatment of applicants.

Ensures that the application review process and decision-making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision-makers and applicants.

**Standard 3: Performance Contracting**

A high-quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

**3.1 Standards for Contract Term, Negotiation and Execution**

Executes a contract with a legally incorporated governing board of a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois that is completely independent of the authorizer.

Executes all charter agreements within 120 days after the charter's approval and at least 30 days before the start of school, whichever date comes first.
Ensures that all charter school agreements have been certified by the State Board of Education in accordance with Section 650.40 prior to the date on which the charter school opens or begins its renewal term.

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows, and requires contract amendments for, occasional material changes to the school's plan, but does not require amending the contract for non-material modifications.

3.2 Standards for Rights and Responsibilities

Executes charter school contracts that clearly:

State the rights and responsibilities of the school and the authorizer;

State and respect the autonomies to which charter schools are entitled, based on statute, waiver or authorizer policy, including those relating to the school's authority over educational programming, staffing, budgeting and scheduling;

Define performance standards, criteria and conditions for renewal, intervention, revocation and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;

State the statutory, regulatory and procedural terms and conditions for the school's operation, including a clearly defined list of all health and safety requirements applicable to all public schools under the laws of the State of Illinois;

State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety and other legal requirements prior to opening and are prepared to open smoothly;

State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a discipline policy approved by the authorizer; and
State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that purchasing these services is explicitly not a condition of charter approval, continuation or renewal.

3.3 Standards for Charter Performance Standards

Executes charter contracts that plainly:

Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;

Include expectations for appropriate access, education, support services and outcomes for students with disabilities;

Define clear, measurable and attainable academic, financial and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to required State and federal measures;

Make increases in student academic achievement for all groups of students described in section 6311(b)(2)(C)(v) of the Elementary and Secondary Education Act (20 USC 6301 et seq.) the most important factor to be considered for charter renewal or revocation decision-making;

Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including State-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews and performance comparisons with other comparable public schools in the district and State;

Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;

Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties and sound public stewardship; and
Include clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable, requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population.

3.4 Standards for Education Service or Management Contracts (if applicable)

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter school governing board and the school's financial independence from the external provider. In determining whether a charter school is independent of the external provider, the authorizer shall consider the criteria listed in Q & A (B-13) of the U.S. Department of Education, Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance (Published April 2011) and posted at http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc. No later amendments to or editions of this guidance are incorporated.

Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable laws, authorizer policy and the public interest.

Standard 4: Ongoing Oversight and Evaluation

A high-quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation and renewal decisions; and provides regular public reports on school performance.

4.1 Standards for Performance Evaluation and Compliance Monitoring

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation and intervention decisions.

Defines and communicates to schools the process, methods and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines local, State and federal performance expectations and compliance requirements, while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.
Provides clear technical guidance to schools, as needed, to ensure timely compliance with applicable regulations.

Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes and methods of these visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing body and leadership.

In accordance with Section 27A-5(f) of the School Code, requires and reviews annual financial audits of schools conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

4.2 Standards for Respecting School Autonomy

Respects the school's authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is sufficiently detailed and timely to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance or other considerations.

Refrains from directing or participating in the educational decisions or choices that are appropriately within a school's purview under Article 27A of the School Code or the contract.
4.3 Standards for Protecting Student Rights

In accordance with Section 27A-4(d) and (h) of the School Code, ensures that schools admit students through a random selection that is open to all students who reside within the geographic boundaries of the areas served by the local school board, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service or parent contracts) that exclude students based on socioeconomic, family or language background; prior academic performance; special education status; or parental involvement.

Ensures that schools provide access and services to students with disabilities, as required by applicable State and federal laws, including compliance with individualized education programs and section 504 plans, access to facilities and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.

Ensures that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students and gifted students, as required by State and federal law.

Ensures that schools' student discipline policies and actions comply with applicable State and federal laws regarding discipline, are fair and ensure that no student is expelled or counseled out of a school outside of the process set forth in those policies.

4.4 Standards for Intervention

Establishes, and makes available to schools as they are chartered, an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

When intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

4.5 Standards for Public Reporting
Produces regular public reports that provide clear, accurate performance data for the charter schools overseen by the authorizer, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract. (Also see Section 650.55.)

Standard 5: Revocation and Renewal Decision-Making

A high-quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions and revokes charters when necessary to protect student and public interests.

5.1 Standards for Revocation

Adheres to all notice and corrective action requirements for revocation of a charter school, as set forth in Section 27A-9 of the School Code.

5.2 Standards for Renewal Decisions Based on Merit and Inclusive Evidence

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

5.3 Standards for Cumulative Report and Renewal Application

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

Summarizes the school's performance record over the charter term; and

States the authorizer's summative findings concerning the school's performance and its prospects for renewal.

Requires any school seeking renewal to apply through the use of a renewal application, which should provide the school with a meaningful opportunity and reasonable time to respond to the cumulative performance
report, to correct the record, if needed, and to present additional evidence regarding its performance.

5.4 Standards for Fair, Transparent Process

Clearly communicates to schools the criteria for charter revocation, renewal and non-renewal decisions that are consistent with the charter contract and Article 27A of the School Code.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including a written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a timeframe that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part, submits all required documentation pertaining to charter school renewals to the State Board of Education, and all required documentation pertaining to revocations or non-renewals to the State Board of Education and the Commission.

Regularly updates and publishes the process for renewal decision-making, including guidance regarding required content and format for renewal applications.

5.5 Standards for Closure

In the event of a school closure, oversees and works with the school’s governing board and leadership in carrying out a detailed closure protocol that complies with Section 650.70 and all applicable State laws.

(Source: Added 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

Agenda Topic: Preschool Development Grant – Expansion Grants

Materials: Preschool Development Grant Fact Sheet

Staff Contact(s): Reyna P. Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Division of Early Childhood requests the Board to authorize the State Superintendent to submit, in collaboration with the Governor of the State of Illinois, a Preschool Development Grant- Expansion Grants application to the U.S. Department of Education and the U.S. Department of Health and Human Services for up to the total eligible award amount of $20 million annually, for the period beginning January 1, 2015 to December 31, 2018.

Relationship to/Implications for the State Board’s Strategic Plan
This item supports all of the board goals. The grant allows expanded access to enhanced, full-day, comprehensive preschool slots for high need, low-income children. The targeted effort supports closing the school readiness gap. The program requires high-quality preschool services, including highly qualified early childhood teachers and safe and healthy learning environments, as well as providing a broad continuum of supports and services needed by children and families, which help provide safe and healthy at-home learning environments.

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 submit, in collaboration with the Governor of the State of Illinois, a Preschool Development Grant- Expansion Grants application to the U.S. Department of Education and the U.S. Department of Health and Human Services for up to the total eligible award amount of $20 million annually, for the period beginning January 1, 2015 to December 31, 2018.

Background Information
The Preschool Development Grants are a two-tiered competition for enhancing high-quality, full-day preschool opportunities for high need, low-income four-year-old children by expanding services in states with robust preschool programs, like Illinois, or building or enhancing programs in states without high-quality state preschool. Given our existing, high-quality Preschool for All Program, Illinois is one of thirty-five states, plus the District of Columbia, eligible to apply for Expansion Grants. Illinois is eligible to apply for up to $20 million per program year, based on the population of eligible children in Illinois.
According to the “Application for Initial Funding”:

“The purpose of the Preschool Development Grants program, which is jointly administered by the Departments of Education and Health and Human Services (Departments), is to support State and local efforts to build, develop, and expand High-Quality Preschool Programs so that more children from low- and moderate-income families enter kindergarten ready to succeed in school and in life. All States, the District of Columbia, and Puerto Rico are eligible to apply for either a Preschool Development Grants--Development Grant or a Preschool Development Grants--Expansion Grant.

Preschool Development Grants--Expansion Grants will support States that have robust State Preschool Programs or that have been awarded a Race to the Top--Early Learning Challenge grant. These grants will be awarded to States to implement and sustain High-Quality Preschool Programs that reach and serve additional Eligible Children in two or more High-Need Communities. States will also be able to use a portion of their funds to make preschool program infrastructure and quality improvements needed to deliver High-Quality Preschool Programs.

The Departments will make Preschool Development Grants--Expansion Grants on a competitive basis to States to (1) implement and sustain High-Quality Preschool Programs that reach and serve additional Eligible Children in two or more High-Need Communities; and (2) enhance preschool program infrastructure and capacity to deliver High-Quality Preschool Programs. For Preschool Development Grants--Expansion Grants, States may allocate up to five percent of the total Federal funds over the grant period for State-level infrastructure. The remainder of the Federal funds must be subgranted to Early Learning Providers in two or more High-Need Communities.”

(Full program requirements and additional information are available at: http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html)

As this is a competitive grant, the application details a series of competitive priorities. The Governor’s Office for Early Childhood Development, in collaboration with the ISBE Division of Early Childhood, has already begun the development of a state plan which meets the requirements of the application, including competitive priorities, and further promotes state goals and the state vision for the future of Illinois’ Early Learning and Development System developed by the Executive Committee of the Early Learning Council and Governor’s Office for Early Childhood Development: “To ensure that each and every child enters kindergarten safe, healthy, ready to succeed and eager to learn,… emphasizing increasing access to highly intensive and effective services for the most at-risk children.”

Under the Illinois proposal, 95% of the funding would be subgranted to providers for new preschool slots or the enhancement of either child care, Head Start, or preschool slots that meet certain program requirements.

Requirements equivalent to those already required by Preschool for All include:
- Research-based curriculum that aligns with the Illinois Early Learning and Development Standards
• Licensed teacher with Early Childhood Endorsement and a qualified aide
• High quality professional development
• Class size of no more than 20
• Providing parent engagement and education
• Providing developmental, health, and social-emotional health screening

Key requirements distinct from Preschool for All include:
• “Eligible children” are defined as “four-year-old children from families whose income is at or below 200 percent of the Federal Poverty Line.”
• Program must be at least full school day, same as first grade
• Comprehensive services, including assistance in obtaining health, mental health and dental services, nutrition services and education, and linkages to other community services
• Alignment within a birth through grade three continuum

In addition to these requirements, the Illinois plan would emphasize key state priorities. The plan would require programs to include a strong system of embedded professional development to support classroom instruction. It would further require subgrantees to ensure access to full-day kindergarten to those children receiving full-day preschool under this grant program.

Competitive Priority 1 of the application awards additional points to states that “describe and submit evidence of a credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan.” The maximum of 10 points are awarded for states committing to a match of 50% or more of the four-year total award. In order to meet this competitive priority, as well as to restore historic cuts to preschool and continue moving toward the goal of Preschool for All, the state plan is proposing increasing state preschool investments annually, by approximately $50 million, which would:

• Increase the number of intensive, full-day slots for four-year-olds to approximately 14,500 new slots by FY20. This would serve approximately 20% of children eligible for these intensive slots.
• Increasing funding to Preschool for All, which would include services for three-year-olds not eligible for the federal slots, by over 16% by FY20, creating approximately 10,500 new slots.
• Restore the historic 8% cut to currently funded Preschool for All Programs and provide a cost of living adjustment increase
• Fund annual increases to the Prevention Initiative Birth-to-Three Program, up to the statutorily required level of 20% of the Early Childhood Block Grant, bringing it to approximately $115 million in FY20

The grant requires that states identify and work with programs in two or more high-need communities. The application must include MOUs with subgrantee partner organizations in each of the communities. Communities have been identified through broad program outreach, as well as targeted efforts. A call for letters of interest was sent to Preschool for All grantees, as well as other programs. In addition, high need communities with continued shortages of slots for high need four-year-olds were identified. Considering existing efforts to align programs birth to grade three, collaborative efforts, community resources, and geographic diversity, programs were also contacted. The OECD conducted extensive outreach. While there may be some changes between now and the time of the application, the following communities have been selected and have at least one engaged local partner:
Financial Background
Illinois is seeking to apply for Preschool Development Grant- Expansion Grants up to the total eligible award amount of $20 million annually, for the period beginning January 1, 2015 to December 31, 2018. In addition, Illinois is seeking to submit a plan that commits to funding $50 million annual increases to the Early Childhood Block Grant for the federal program and expansion of Preschool for All and Prevention Initiative.

Anticipated financial projections for this grant are illustrated in the table below (annual amounts may change in final application):

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<td>Total</td>
<td>$80,000,000</td>
<td>$80,000,000</td>
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The financial background and projections for the Early Childhood Block Grant are illustrated in the table below:

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<thead>
<tr>
<th>$ in millions</th>
<th>Historical ECBG Investments</th>
<th>ECBG State Investment under Proposed State Plan</th>
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<tr>
<td></td>
<td>FY1 0</td>
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<td>Early Childhood Education</td>
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Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: This application and broader state plan will significantly increase access to high quality intensive services birth-to-five for the state’s highest need children, as well as increase access to high quality Preschool for All.

Budget Implications: This application for federal funding requires state and local investments to slots and infrastructure. Local programs may incur costs not covered by state or federal funding, such as expanding their full-day kindergarten programs.

Legislative Action: Agency staff will need to seek appropriate spending authority from the legislature, if awarded the grant. Securing state funding in future years will require increases in appropriations.

Communication: If approved, agency staff will communicate with the Governor’s Office of Early Childhood Development to continue developing the state plan and coordinating with local programs.

Pros and Cons of Various Actions

Pros: Approval of this action will enable Illinois to pursue bringing up to $80 million in federal resources to local high need communities, to serve the most-at-risk children with a level of intense services not generally available in most communities today. The grant will provide local providers with resources and a process to strengthen their support of the most-at-risk children in their communities, including strengthening their birth-to-third grade continuum.

Cons: Approval of this action will require a significant financial commitment to early childhood education from the state.

Failure to approve this action will prevent Illinois from proceeding with the application. Illinois will not be able to leverage the potential $80 million in federal funds to grow and strengthen our services to the most vulnerable children and families.
Superintendent's Recommendation
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit, in collaboration with the Governor of the State of Illinois, a Preschool Development Grant-Expansion Grants application to the U.S. Department of Education and the U.S. Department of Health and Human Services for up to the total eligible award amount of $20 million annually, for the period beginning January 1, 2015 to December 31, 2018.

Next Steps
Upon Board authorization, agency staff will coordinate with OECD to complete the planning and development of the state application, submit the application, and prepare to administer awards.
The Facts: Preschool Development Grants-Expansion Grants

Why were these grants created?

In his 2013 State of the Union address, President Obama called upon Congress to expand access to high-quality preschool to every child in America. In response, Congress appropriated $250 million for the Preschool Development Grants program.

How much of the $250 million is the State of Illinois eligible to apply for, and who is the State’s competition?

The State of Illinois is eligible to apply for up to $20 million each year for four years. Illinois will compete against other states that are leaders in early childhood education. Specifically, competition includes the 35 states that have robust State Preschool Programs (over 10% of four-year-olds served by a State Preschool Program) or that have been awarded a Race to the Top-Early Learning Challenge grant.

How is this federal initiative different from Illinois’ Preschool for All program?

The most significant difference between the programs is in who is eligible to receive services. Three and four year old children are eligible for Preschool for All, with priority for enrollment given to children with who are at risk of academic failure. For the federal program, only four year old children from families with incomes below 200% of the federal poverty level are eligible.

While both programs’ require evidence-based quality components, the federal initiative has a few requirements that go beyond what is required in Preschool for All, as shown below.

<table>
<thead>
<tr>
<th>Shared Requirements of Illinois’ Preschool for All &amp; the federal Preschool Development Grants</th>
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<tr>
<td>Research-based curriculum that aligns with the Illinois Early Learning and Development Standards</td>
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<td>Licensed teacher with Early Childhood Endorsement &amp; qualified aide</td>
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<tr>
<td>High quality professional development</td>
</tr>
<tr>
<td>Class size of no more than 20</td>
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<tr>
<td>Parent engagement and education required</td>
</tr>
<tr>
<td>Developmental, health, and social-emotional health screening required</td>
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</table>

<table>
<thead>
<tr>
<th>Additional Requirements for the federal Preschool Development Grants</th>
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<tbody>
<tr>
<td>Program must be at least full school day (same as first grade day)</td>
</tr>
<tr>
<td>Comprehensive services, including assistance in obtaining health, mental health and dental services, nutrition services and education, and linkages to other community services</td>
</tr>
<tr>
<td>Instructional staff salaries must be comparable to local K-12 instructional staff salaries</td>
</tr>
</tbody>
</table>
How will Illinois use this opportunity to strengthen our whole Birth to Five early childhood system?

The Illinois Early Learning Council has identified as its highest priority the development of more intensive, continuous early learning services for the highest-need children in our state from birth through early elementary school. The full-day, comprehensive services required by the Preschool Development Grant requirements match very well what we have been planning to develop for four year olds with the highest needs—those from families with multiple challenges.

Communities will use these new preschool “slots” as the cornerstone of a system of continuous early learning services for the children with the highest needs. School districts and local community based agencies will work together to create a “pipeline” of high quality, continuous services that may include home visiting services, high quality child care, Early Head Start and Head Start, full day kindergarten, and supportive parent engagement services in the early elementary years. These continuous, high quality early learning services will maximize children’s opportunity for success in school and later life.

How were communities selected to participate in the federal application?

In June, all school districts and communities were invited to indicate their interest in the Preschool Development Grants program. Interested communities submitted information about factors impacting preschool access in their area and their capacity to expand high quality preschool programs for low- and moderate income families. Communities participating in the federal application were chosen based on several factors:

- High number of children with very high needs who may need full-day preschool
- Relative lack of existing publicly-funded programs for preschoolers with high needs
- Demonstrated capacity to link these new programs to a continuum of services from birth to third grade
- Demonstrated partnerships between community based organizations and local school district(s)
- Readiness to open new classrooms (and/or extend existing classrooms to a full-day model) by August 2015

What is required of the State for a successful application?

For a successful application, the State of Illinois must propose an ambitious and achievable plan to increase high-quality preschool programs in High-Need Communities. Additionally, IL must match at least 50% of the grant amount with State, local, and philanthropic funds over four years, and commit to sustaining the program once federal funding ends.
TO: Illinois State Board of Education

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

Agenda Topic: Waiver Report to the General Assembly

Materials: Memorandum on Oswego 308 Waivers
           Waiver Report

Staff Contact: Winnie Tuthill

Purpose of Agenda Item
The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in February 2014, and to secure approval of the Fall 2014 Waiver Report for submission to the General Assembly before October 1, as required by law.

Relationship to/Implications for the State Board’s Strategic Plan
The waiver report is linked to Goal 1 in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

Expected Outcomes of Agenda Item
The Board will be asked to authorize submission of the Fall 2014 Waiver Report to the General Assembly.

Background Information
The Fall 2014 Waiver Report is the thirty-ninth report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 50 requests that seek a waiver of mandates of School Code provisions upon which the General Assembly must act. These requests address:

- nonresident tuition (23 requests);
- daily physical education (eight requests);
- school improvement (eight requests);
- fees for driver education programs (five requests);
- limitation of administrative costs (three requests);
- use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways (one request);
- calculation of instructional time (one request); and
- calculation of General State Aid (one request).

Since the Spring 2014 waiver report, the State Superintendent has approved seven requests that waive State Board rules pertaining to driver’s education; and one request each for district improvement plans and supplemental General State Aid. (Note: Unlike requests for waivers of
School Code provisions—which must go to the General Assembly, requests for waivers of State Board rules can be granted by the State Superintendent).

Discussion of categories of requests for which ISBE staff recommends the State Board forward to the General Assembly without comment

Oswego CUSD 308, Kendall County – WM100-5966-1 and WM100-5966-2

The Oswego district plans to implement a new virtual educational program to supplement its current high school curriculum. Students enrolled in the virtual learning program would still have the same graduation requirements as students enrolled in traditional classroom courses, but they would have the option of completing up to 40% of their coursework in a setting that would provide flexibility in the student's pace, environment, and schedule. The district states that this type of blended program accommodates students with different learning styles and gives students more access to courses offered at other schools in the district as well as their assigned school. In addition, the virtual educational program is expected to enhance students' abilities to use the latest technologies to communicate effectively.

In order to implement this blended program and receive state funding for it, Oswego is requesting two waivers from Section 18-8.05 of the School Code (105 ILCS 5/18-8.05). The first (WM100-5966-1) would allow the district to count days of attendance by pupils for sessions of not less than three hours (rather than the five hours set as a minimum in current statute). Oswego's second waiver request (WM100-5966-2) would permit the district to amend Section 18-8.05(F)(2) of the School Code by allowing students enrolled in an online educational program with online instructors to be counted on the basis of one-fifth day of attendance for every clock hour of instruction attended in the online program, with the provision that in any month the district may not claim more days of attendance for any student enrolled in the online program than the maximum number of days it could claim for either (a) students enrolled in a building holding year-round classes, if the student is classified as participating in an online education program on a year-round schedule, or (b) students enrolled in a building not holding year-round classes if the student is not classified as participating in the online program on a year-round schedule.

On September 15 Dr. Koch, Chief Education Officer Susie Morrison, Chief Financial Officer Robert Wolfe and General Counsel Nicki Bazer held a phone conference with Oswego superintendent Dr. Matthew Wendt and his staff and counsel to discuss the waivers. Please see the attached memorandum sent on behalf of the Oswego district for further information. As a result of this conversation, Dr. Koch has decided to transmit the two waivers to the General Assembly without comment.

Physical Education. The report contains eight waiver requests from school districts seeking relief from the mandate to provide physical education on a daily basis. Of these eight petitions, four affect students in kindergarten through grade 8; three affect high school students only; and one affects students in both elementary and high school grades. Seven of the eight requests are renewals.

Limits on waivers for daily physical education. The waiver law was amended in 2008 (P.A. 95-223) to limit all future physical education waivers to an initial, 2-year request with the possibility of no more than two renewals, each for a period of two years, after which time the petitioning district could no longer seek a waiver for daily physical education. Of the eight waiver requests submitted in this report, six districts are requesting the final of the two renewals possible to them under the waiver law. If the renewal requests are approved, when these waivers expire in the spring of 2017 the districts will no longer be eligible to reapply and will
need to offer daily physical education to all students in accordance with Section 27-6 of the School Code (105 ILCS 5/27-6). The six districts are:

- Ball-Chatham CUSD 5 (Sangamon) – WM100-5946
- Chaney-Monge SD 88 (Will) – WM100-5955
- Wilmington SD 209-U (Will) – WM100-5958
- Indian Prairie SD 204 (DuPage) – WM100-5972
- Crete-Monee CUSD 201U (Will) – WM100-5979; and
- Mundelein CHSD 120 (Lake) – WM100-5983.

Superintendent’s Recommendation
The State Board of Education hereby forwards the 50 waiver requests summarized in the Fall 2014 Waiver Report to the General Assembly without comment.

Next Steps
Staff will submit the Fall 2014 Waiver Report as presented to the General Assembly before October 1.
Memorandum

Date: September 15, 2014
To: Dr. Christopher Koch and Susan Morrison
From: Maureen Lemon and Laura Weizeorick, OBKCG&D, Ltd, District Attorneys for Oswego Community Unit School District 308
Subject: Questions and Answers for ISBE re District 308 Waiver Applications

In preparation for Oswego Community Unit School District 308’s (“District 308”) conference call with Dr. Koch and Susan Morrison from the Illinois State Board of Education (“ISBE”) regarding District 308’s waiver applications, we have identified the following speaking points in a question and answer format to help clarify the District’s desire for seeking the waivers:

Why has District 308 applied for a waiver?

- The current School Code requires District 308 to provide students with 5 clock hours of instruction each school day under the direct supervision of teachers to receive General State Aid (“GSA”).

- To maintain current levels of GSA funding, District 308 cannot offer students more than 1 online course a semester.

- Due to inequities in the School Code, charter schools are not limited by funding, hourly attendance or supervision restrictions.

- Charter schools have been permitted to offer students a curriculum with 100% of their coursework through a virtual platform.

Isn’t there a moratorium on virtual charter schools?

- Although there is currently a moratorium on new virtual charter schools, the moratorium expires on December 31, 2016. (P.A. 98–1059 (eff. 8/26/14)). Furthermore, it does not apply to existing virtual schools, such as the Illinois Virtual School.

- The February 18, 2014 recommendation by the Illinois Charter School Commission to the General Assembly was to allow virtual charter schools to exist because they “provide an opportunity for some children to receive a quality education that they may not otherwise receive.”

Why does District 308 need a virtual educational program?

- Virtual educational programs, which contain graphics and animation, audio components and interactive exercises, provide a comfortable platform and an attractive alternative for a wide range of students.

- A virtual educational platform allows students:
What two waiver applications has the District submitted?

1. District 308 has requested one waiver to reduce 105 ILCS 5/18-8.05 (F)(1)’s requirement for “not less than 5 clock hours of school work per day under direct supervision” to “not less than 3 clock hours of school work per day under direct supervision” for its virtual educational students.” (‘F(1) Application’)

2. District 308 has requested a second waiver to 105 ILCS 5/18-8.05 (F)(1)’s requirement for “not less than 5 clock hours of school work per day under direct supervision” through an additional exception under Section 5/18-8.05 F(2). With this second waiver, District 308 seeks for students enrolled in a virtual educational program to be counted on the basis of 1/5 day of attendance for GSA purposes for every clock hour of instruction provided in the virtual setting. (‘F(2) Application’)

What is the difference between the two waiver applications submitted by District 308?

- The difference between the waiver applications is the method in which District 308 would report clock hours of instruction for GSA purposes.

- Under the F(1) Application, District 308 would be permitted to count students enrolled in the virtual educational program for a full day of attendance for each day they received “not less than 3 clock hours” of traditional classroom instruction. The remainder of their coursework, the 40% of courses taken online, would not be required to be reported for GSA purposes.

- Under the F(2) Application, District 308 would be permitted to count students enrolled in the virtual educational program with 1/5 of an attendance day for each 1 hour of traditional classroom instruction they receive. District 308 would also be permitted to count 1/5 of an attendance day for each hour of online instruction the students received up to 2/5 or 40% of their coursework, similar to what is allowed under the School Code for remote educational programs.

Has District 308 adopted a Virtual Educational Policy to implement its program under the F(2) Application?

- The following criteria for a virtual educational program have already been specified in District 308’s waiver applications and approved by its Board of Education:
A teacher/student ratio of 1 to 30 for virtual educational programs.

- The same certified teachers, expectations, NCAA Clearinghouse approval, assessments, monitoring and counseling as its traditional courses.
- Consistent and ongoing communications between virtual instructors and students to set appropriate benchmarks and pacing expectations.
- Students will be required to check in regularly with their instructors and assessed frequently.
- Re-teaching and tutoring will be provided whenever necessary.
- Students will not be allowed to move on to the next level until they have mastered the required amount of material.
- Students who have difficulty mastering the material, meeting benchmarks or satisfying pacing expectations will receive multi-tiered interventions similar to those used in the traditional classroom.
  - Tier 1 would provide the student with a meeting with his or her teacher to discuss and address issues;
  - Tier 2 would incorporate study halls or group study sessions at the high school into the student’s schedule; and
  - Tier 3 would provide an increased amount of traditional classroom coursework to the student’s schedule and a corresponding decrease in his or her virtual education programming.
- Every student login will be captured day or night, seven days a week and provide information on the frequency and length of each student’s access to coursework.
- All students will be required to take summative assessments proctored by certified teachers at a District 308 facility.
- Students who are not able to master the material or do not demonstrate the necessary motivation and independence to succeed in the online environment will be returned to the traditional classroom.
- Students will also be regularly assessed through annual state examinations with the rest of the student body, including the Illinois Standards Achievement Tests and the Prairie State Achievement Examination, or the Illinois Alternate Assessment where appropriate.

- Once the waiver is granted:
  - District 308’s will develop a comprehensive policy to implement its virtual educational program.
  - This policy will be formed with substantial input from staff, District 308’s Teaching and Learning Committee, and its Board of Education.
  - Once formed, it will be submitted to the Board of Education for approval before any virtual educational program becomes an integral part of the curriculum.
  - District 308’s virtual platform will be implemented gradually with continual input and direction from both its staff and its Board of Education.
District 308 has already taken concrete steps to build a viable and robust virtual program.

- In early 2013, District 308 partnered with an online teaching and learning provider and purchased a suite of courses to bring a wealth of opportunities to its students.
- District 308 field tested online learning opportunities during its 2013 summer school program to rave reviews.
- District 308 developed additional online learning opportunities for students during the 2013-2014 school year.
- As of March 10, 2014, District 308 had 183 students enrolled in credit-bearing, online coursework taught by the instructors of the online content provider.
- In August 2014, students had the opportunity to enroll in credit-bearing virtual educational classes taught by District 308 teachers, including Health, Consumer Education, Environmental Science and Contemporary American Literature.

Why is the District not implementing its program under the Remote Education Act (Section10-29)?

- The District has contacted a number of public school districts, as well as the Illinois Virtual School, and has not received any confirmation that Section 10-29 would allow the District to receive GSA for a blended educational program with traditional and virtual components as outlined in its application.
- Even if Section 10-29 of the Code would enable District 308 to implement its virtual educational program, District 308 contends that the current School Code places an unfair burden on public school districts in this area, when compared to private charter schools, such as K12.
- The Remote Education Act would require the District to create an individualized education plan meeting the twelve criteria enumerated in Section 5/29(5)(A)-(L) for each student in the virtual educational program on an annual basis, regardless of whether they take one or three virtual courses.
- With its waiver applications, District 308 seeks to eliminate this substantial disadvantage and advocate for a level playing field.

Is District 308 seeking to change to a 4-day school week?

- No.
- The application submitted by District 308 is to provide students with the opportunity to take up to 40% of their coursework per semester outside of the traditional school day.
- The remaining 60% of their coursework would be provided in the traditional classroom on a daily basis.
• For example, if a student enrolls in 8 courses in a semester, then he or she could select up to 3 of the 8 courses from the District’s virtual platform. The remaining 5 courses would be provided under the traditional framework and would accordingly be scheduled every day.

• Allowing students to take up to 40% of their coursework online provides them with the ability to start their school day later, or to end it earlier than other students.

• This flexibility allows students enrolled in the virtual platform to accommodate work schedules and other interests, in addition to providing an alternative and innovative learning environment.

**District 308 Facts:**

• District 308 has over 17,5000 students enrolled for the 2014-2015 school year and is one of the fastest growing school districts in Illinois.

• District 308’s average high school class size is 28 students.
MEMORANDUM

TO: The Honorable John J. Cullerton, Senate President
   The Honorable Christine Radogno, Senate Minority Leader
   The Honorable Michael J. Madigan, Speaker of the House
   The Honorable Jim Durkin, House Minority Leader

FROM: Christopher A. Koch, Ed.D.
       State Superintendent of Education

DATE: October 1, 2014


As required by Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. The report concludes with a database listing all of the requests received, organized by Senate and House districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the School Code (105 ILCS 5/1A-4) and applications that have been returned to school districts or other eligible applicants.

If you have any questions or comments, please contact Nicki Bazer, General Counsel, at (217) 782-8535.

cc: The Honorable Pat Quinn, Governor
   Tim Mapes, Clerk of the House
   Tim Anderson, Secretary of the Senate
   Legislative Research Unit
   State Government Report Center
Executive Summary

The following report outlines waivers of School Code mandates that school districts, regional offices of education, or special education or vocational education cooperatives have requested since the last report, which was transmitted in March 2014. Pursuant to Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g), these requests must be sent to the General Assembly for its consideration before October 1, 2014.

The report is organized by subject area and by school district, regional office, or special education or vocational education cooperative. The General Assembly may disapprove the report in whole or in part within 60 calendar days after each chamber next convenes once the report is filed. This is done by a joint resolution. If either chamber fails to reject a waiver request, then that request is deemed granted.

Section I summarizes the 50 requests received for waivers of School Code mandates for consideration by the General Assembly, which are presented alphabetically by topic area. The largest number of applications received (23 requests) seeks waivers from the requirements for non-resident tuition. There are eight requests for daily physical education; eight requests for school improvement/inservice training; five requests to raise the fee to be charged for driver’s education; three requests for administrative cost cap limitations; and one request each for calculation of General State Aid; instructional time; and the use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways.

Section 2-3.25g of the School Code (105 ILCS 5/2-3.25g) limits the number of waivers of daily physical education that may be requested by school districts and other eligible applicants to an initial, 2-year request, with the possibility of no more than two additional, 2-year renewal requests. Of the eight waiver requests for physical education contained in this report, six districts are requesting their second and final renewal.

This document also contains one other section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with listings of modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code (105 ILCS 5/1A-4). The database also includes listings of requests that have been returned to or withdrawn by the petitioning entities. In addition, the database includes the 50 waiver requests for the General Assembly’s consideration and is organized by Senate and House districts.

Complete copies of the waiver requests for the General Assembly’s consideration have been made available to legislative staff.

This is the thirty-ninth report submitted pursuant to Section 2-3.25g of the School Code, which requires that the State Board of Education through agency staff compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.
Summary of Applications for Waivers and Modifications  
Volume 39 – Fall 2014

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<th>Topic</th>
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**Petition Summary**  
9 0 50 10

**TOTAL NUMBER OF APPLICATIONS:** 69
SECTION I

Applications Transmitted to the General Assembly

**Driver Education**

**Fee Limits**

*Glenbard THSD 87 – DuPage (SD 24/HD 48) / Expiration: 2019-20 school year*

WM100-5945 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a fee not to exceed $350 of students who participate in driver education courses. If granted, this waiver would take effect in the 2015-16 school year.

*Sycamore CUSD 427 – DeKalb, Kane (SD 35/HD 70) / Expiration: 2019-20 school year*

WM100-5961 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a fee not to exceed $450 of students who participate in driver education courses. If granted, this waiver would take effect in the 2015-16 school year.

*Elgin SD U-46 – Kane (SD 22/HD 43) / Expiration: 2019-20 school year*

WM100-5965-2 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a fee not to exceed $500 of students who participate in driver education courses. If granted, this waiver would take effect in the 2015-16 school year.

*St. Charles CUSD 303 – Kane (SD 33/HD 65) / Expiration: 2019-20 school year*

WM100-5985 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a fee not to exceed $400 of students who participate in driver education courses. If granted, this waiver would take effect in the 2015-16 school year.

*Woodstock CUSD 200 – McHenry (SD 32/HD 63) / Expiration: 2019-20 school year*

WM100-5987 (renewal) – Waiver of School Code (Section 27-24.2) request to allow the district to charge a fee not to exceed $300 of students who participate in driver education courses. If granted, this waiver would take effect in the 2015-16 school year.

**Behind-the-Wheel Instruction**

*Rock Island SD 41 – Rock Island (SD 36/HD 72) / Expiration: 2019-20 school year*

WM100-5928 (renewal) – Waiver of School Code (Section 27-24.3) request to allow the district to use computerized simulators for 12 hours of practice driving in lieu of three hours of behind-the-wheel instruction required to be conducted in a car with dual operating controls operated on public roadways. The district states that simulators assist students to learn the mechanics of safe driving in a focused setting, without endangering themselves or others. If granted, this waiver would take effect in the 2015-16 school year.

**General State Aid**

*Oswego CUSD 308 – Kane, Kendall, Will (SD 49/HD 97) / Expiration: 2019-20 school year*
**WM100-5966-2 – Waiver of School Code** (Section 18-8.05(F)(2)) request to allow the district to count the attendance of students enrolled in a district-offered and/or district-approved virtual education program (delivered through online methods with online instructors) by claiming one-fifth of a day for every clock hour of instruction attended in the virtual education program. The district's virtual educational program is designed to supplement the current high school (not elementary or middle school) curriculum and would not be used for programming outside of the virtual educational program. In any given month, the district would not claim more days of attendance for such a student than days the district can claim for either (a) students enrolled in a building holding year-round classes, if the student is classified as participating in the virtual educational program on a year-round schedule; or (b) for students enrolled in a building not holding year-round classes, if the student is not classified as participating in the virtual educational program on a year-round schedule. If granted, this waiver would take effect in the 2015-16 school year.

**Instructional Time**

*Oswego CUSD 308 – Kane, Kendall, Will (SD 49/HD 97) / Expiration: 2019-20 school year*

**WM100-5966-1 – Waiver of School Code** (Section 18-8.05(F)(1)) request to allow the district to count days of attendance by pupils only for sessions of not less than three clock hours of school work per day under direct supervision of teachers or non-teaching personnel engaged in non-teaching duties. The request applies solely for the implementation of a new virtual educational program designed to supplement the current high school (not elementary or middle school) curriculum and would not be used for programming outside of the virtual educational program. Students enrolled in the virtual educational learning program would have the same graduation requirements as students enrolled in traditional classroom courses, but would have the flexibility of completing up to 40 percent of their coursework in a different medium, at their own pace, in their own environment, and on their own schedule. If granted, this waiver would take effect in the 2015-16 school year.

**Limitation of Administrative Costs**

*Central CUSD 3 – Adams (SD 47/HD 94) / Expiration: 2013-14 school year*

**WM100-5948 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2013-2014 school year, the board changed the position of board secretary from part-time to full-time, a move expected to allow for more involvement from the unit office on district activities. The increased salary and health insurance costs caused the district's budgeted administrative costs for FY 2014 to exceed those for FY 2013 by more than the 5 percent limitation.

*DePue SD 103 – Bureau (SD 38/HD 76) / Expiration: 2013-14 school year*

**WM100-5962 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For FY 2014 the salary for a new clerical position was included in the district's administrative costs, resulting in costs exceeding those for FY 2013 by more than the 5 percent limitation. The district will place the salary for the Clerk position in another line item for FY 2015.
Kaneland CUSD 302 – Kane (SD 35/HD 70) / Expiration: 2013-14 school year
WM100-5988 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. Salary increases for three employees were made in FY 2014, following periods of pay freezes. The increased salary and health insurance costs caused the district's budgeted administrative costs for FY 2014 to exceed those for FY 2013 by more than the 5 percent limitation.

Non-resident Tuition

Eswood SD 269 – Ogle (SD 45/HD 90) / Expiration: 2018-19 school year
WM100-5930 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Pinckneyville CCSD 204 – Perry (SD 58/HD 115) / Expiration: 2018-19 school year
WM100-5934 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Paris CUSD 4 – Edgar (SD 51/HD 102) / Expiration: 2019-20 school year
WM100-5938 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

Wayne City CUSD 100 – Wayne (SD 55/HD 109) / Expiration: 2019-20 school year
WM100-5939 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

Cornell CCSD 426 – Livingston (SD 53/HD 106) / Expiration: 2018-19 school year
WM100-5940 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Carrollton CUSD 1 – Greene (SD 50/HD 100) / Expiration: 2018-19 school year
WM100-5943 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Goreville CUSD 1 – Johnson (SD 59/HD 118) / Expiration: 2019-20 school year
WM100-5949 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

Iuka CCSD 7 – Marion (SD 54/HD 107) / Expiration: 2018-19 school year
WM100-5950 – Waiver of School Code (Section 10-20.12a) request to enable the
district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*New Simpson Hill SD 32 – Johnson (SD 59/HD 118) / Expiration: 2019-20 school year
WM100-5951 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

*Ewing-Northern CCSD 115 – Franklin (SD 59/HD 117) / Expiration: 2019-20 school year
WM100-5952 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

*South Central CUSD 401 – Marion (SD 54/HD 107) / Expiration: 2018-19 school year
WM100-5960 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified (licensed) employees of the district to attend its schools free of charge.

*Southwestern CUSD 9 – Macoupin, Jersey, Greene (SD 48/HD 95) / Expiration: 2018-19 school year
WM100-5963 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Shawnee CUSD 84 – Alexander, Jackson, Union (SD 58/HD 115) / Expiration: 2017-18 school year
WM100-5964 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Oakdale CCSD 1 – Washington (SD 54/HD 108) / Expiration: 2018-19 school year
WM100-5970 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Reavis THSD 220 – Cook (SD 12/HD 23) / Expiration: 2018-19 school year
WM100-5971 – Waiver of School Code* (Section 10-20.12a) request to allow the district to charge less than 110 percent of the per capita tuition cost to non-resident students whose parents are full-time employees of the district. The district will charge 25 percent of the maximum amount of tuition allowed to such students.

*Bethel SD 82 – Jefferson (SD 58/HD 115) / Expiration: 2019-20 school year
WM100-5973 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.
South Pekin SD 137 – Tazewell (SD 46/HD 91) / Expiration: 2019-20 school year
WM100-5974 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

Macomb CUSD 185 – McDonough (SD 47/HD 93) / Expiration: 2018-19 school year
WM100-5975 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Selmaville CCSD 10 – Marion (SD 54/HD 107) / Expiration: 2019-20 school year
WM100-5977 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-16 school year.

Miller Township CCSD 210 – LaSalle (SD 38/HD 75) / Expiration: 2018-19 school year
WM100-5981 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified (licensed) employees of the district to attend its schools free of charge.

Hollis CSD 328 – Peoria (SD 46/HD 91) / Expiration: 2021-22 school year
WM100-5984 (renewal) – Waiver of School Code (Section 10-20.12a) request to allow the district to charge less than 110 percent of the per capita tuition charge for nonresident students. The district plans to continue to charge between $2,600 and $3,200 rather than its per capita tuition charge of approximately $7,500. The district states that continuation of the waiver has resulted in an improved quality of instruction for students. If approved, this waiver would take effect in the 2017-2018 school year.

Clay City CUSD 10 – Clay (SD 55/HD 109) / Expiration: 2018-19 school year
WM100-5986 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Buncombe CSD 43 – Johnson (SD 59/HD 118) / Expiration: 2019-20 school year
WM100-5978 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If granted, this waiver would take effect in the 2015-2016 school year.

Physical Education

Union SD 81 – Will (SD 43/HD 86) / Expiration: 2016-17 school year
WM100-5931 – Waiver of School Code (Section 27-6) request to allow the district to permit students in kindergarten through grade 8 to participate in physical education three times a week for 30 minutes each session due to inadequate facilities. Additionally, students in kindergarten through grade 3 will have recess daily for 20 minutes and students in grades 4 through 8 will have daily recess for 15 minutes. The district is in
academic recovery and has extended the school day and added remediation and enrichment opportunities as well as more Response to Intervention (RTI) time. If approved, this waiver would take effect in the 2015-16 school year.

Ball-Chatham CUSD 5 – Sangamon (SD 50/HD 99) / Expiration: 2016-17 school year
WM100-5946 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in show choir. The district indicates that choreography combined with singing requires students to be in “top cardio-vascular shape”, and rigorous daily practice sessions during and after the school day have activity levels that are comparable to those provided in physical education classes. The waiver would allow eligible students to take additional academic classes. If approved, this waiver would take effect in the 2015-16 school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

Chaney – Monge SD 88 – Will (SD 43/HD 86) / Expiration: 2016-17 school year
WM100-5955 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in kindergarten through fifth grade to participate in physical education daily for one quarter of the school year due to inadequate facilities. Students at each grade level also will participate in additional organized physical activities, as weather permits. If approved, this waiver would take effect in the 2015-16 school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

Wilmington SD 209-U – Will (SD 40/HD 80) / Expiration: 2016-17 school year
WM100-5958 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 6 through 12 from the physical education requirement for a variety of reasons: those who have failed an academic course needed for promotion or graduation; and those who elect to take a course other than physical education and have permission from their principals to do so. In addition, the district asks to excuse students in grades 9 and 10 from daily physical education if they participate in two or more interscholastic athletic programs. The waiver, if approved, will allow the district to use the instructional day in the “most beneficial manner to students.” If approved, this waiver would take effect in the 2015-16 school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

Sterling CUSD 5 – Whiteside, Lee (SD 36/HD 71) / Expiration: 2016-17 school year
WM100-5959 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in kindergarten through grade 5 to participate in physical education twice a week for 25 minutes each session due to inadequate facilities. Students will also have 20 minutes of recess each day, structured physical activities in the classroom and opportunities to participate in the park district’s athletic programs after school. If granted, this waiver would take effect in the 2015-16 school year.

Indian Prairie SD 204 – DuPage (SD 42/HD 84) / Expiration: 2016-17 school year
WM100-5972 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to permit students in kindergarten through grade 5 to participate in physical education three times a week for 25 minutes each session due to inadequate facilities. The district states that students receive more daily physical activity under this schedule than what is mandated. In addition to formal classes, students have daily supervised recess sessions with activities such as football, kickball, races, softball, and soccer. If
approved, this waiver would take effect in the 2015-16 school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

**Crete – Monee CUSD 201U – Will (SD 15/HD 29) / Expiration: 2016-17 school year**

WM100-5979 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in show choir or for participation in academic intervention courses designed to assist students in passing content-area courses. The waiver, if granted, will enable students to take additional academic and elective courses. If approved, this waiver would take effect in the 2015-16 school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

**Mundelein CHSD 120 – Lake (SD 30/HD 59) / Expiration: 2016-17 school year**

WM100-5983 (renewal) – Waiver of School Code (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for ongoing participation in cheerleading, dance teams, or show choir. The district states that students eligible for this waiver have rigorous daily practice sessions and that the waiver, if approved, would allow these students to schedule a study hall or enroll in other academic courses. If approved, this waiver would take effect in the 2015-16 school year. If granted, this is the last physical education waiver the district will be permitted to request under the law.

**School Improvement/Inservice Training**

**Shirland CCSD 134 – Winnebago (SD 35/HD 69) / Expiration: 2018-19 school year**

WM100-5937 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day school improvement sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

**Shiloh CUSD 1 – Edgar (SD 51/HD 102) / Expiration: 2018-19 school year**

WM100-5941 – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

**McLean County USD 5 – McLean (SD 53/HD 105) / Expiration: 2018-19 school year**

WM100-5944 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold five full-day teacher inservice sessions instead of ten half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

**Illini West HSD 307 – Hancock (SD 47/HD 94) / Expiration: 2018-19 school year**

WM100-5953 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold five full-day teacher inservice sessions instead of ten half days, and to count the days among the 176 days of pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.
Rockton SD 140 – Winnebago (SD 35/HD 69) / Expiration: 2018-19 school year
WM100-5957 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of two half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

Elgin SD U-46 – Kane (SD 22/HD 43) / Expiration: 2019-20 school year
WM100-5965-1 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If granted, this waiver would take effect in the 2015-16 school year.

Harlem UD 122 – Winnebago (SD 34/HD 68) / Expiration: 2018-19 school year
WM100-5967 – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold four full-day teacher inservice sessions instead of eight half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

Arlington Heights SD 25 – Cook (SD 27/HD 53) / Expiration: 2019-20 school year
WM100-5969 (renewal) – Waiver of School Code (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold four full-day teacher inservice sessions instead of eight half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days. If granted, this waiver would take effect in the 2015-16 school year.
Illinois State Board of Education
September 17 - 18, 2014

TO: Illinois State Board of Education
FROM: Christopher Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: Recommendations for QZAB Bond Authorization

Materials: Approval Certificate

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
Agency staff is requesting approval of a Qualified Zone Academy Bond (QZAB) allocation of $1,907,728 to CPS from the calendar year 2012 Illinois allocation pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended. This request will ensure the State utilizes the remainder of the authorized volume cap for 2012.

Minooka CCSD 201 sent formal notice that they will not be utilizing their $1,907,728 in QZAB allocation that was approved by the Board on August 15, 2013. The 2012 allocation must be issued by the local school board by December 31, 2014.

Chicago Public Schools 299 (CPS) submitted an application for $6,593,000, but was allocated only $4,325,600 from the 2013 Illinois allocation at the October 2013 board meeting. CPS has indicated their desire to receive the additional QZAB allocation and have assured their ability to initiate the bonds prior to the December 31, 2014, deadline. This additional allocation will bring the total CPS QZAB allocation to $6,233,328.

<table>
<thead>
<tr>
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<th>2012 QZAB Allocation</th>
<th>2013 QZAB Allocation</th>
<th>Total QZAB Allocation</th>
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<td>Chicago Public Schools 299</td>
<td>$1,907,728</td>
<td>$4,325,600</td>
<td>$6,233,328</td>
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Expected Use of QZAB Allocation
CPS 299 Exterior masonry/structural repair, IT infrastructure, roof repair to prevent water infiltration at multiple facilities and renovation and reconstruction to provide a safe and improved environment for learning.

Relationship to/Implications for the State Board's Strategic Plan
Goal 3: Every school will offer a safe and healthy learning environment for all students

Expected Outcome(s) of Agenda Item
It is expected the Board will approve an additional allocation to Chicago Public Schools 299 for the issuance of $1,907,728 in bonds designated as Qualified Zone Academy Bonds.
Background Information of Grant
The Qualified Zone Academy Bonds program, created under Section 226 of the Taxpayer Relief Act of 1997 (P.L. 105-34), is a source of limited financial assistance to rehabilitate or repair public school facilities or provide equipment. The program permits school districts to borrow money from financial institutions at little or no interest by issuing Qualified Zone Academy Bonds. Proceeds of the bonds may be used for four purposes:

- repair or rehabilitation of school buildings
- provision of equipment for the school
- development of course materials for the zone academy
- training teachers and other school personnel

These bonds may not be used for new construction. Bond purchasers receive federal tax credits instead of interest and the school district’s cost of borrowing is substantially reduced.

The local board must designate the school as a ‘zone academy.’ The school must be located in a federally designated empowerment zone or enterprise community; or at least 35% of the schools’ students must be eligible for free or reduced-cost lunches. The school must establish a public-private partnership, and it must secure written commitments from private entities for substantial contributions. Substantial contributions are equal to 10% or more of the capital borrowed on behalf of the zone academy. The local Board must then receive an allocation of borrowing authority from ISBE and issue bonds for one or more of the qualified purposes indicated above.

The federal legislation provided for national allocations of $400 million for calendar year 2012, and 2013. The Internal Revenue Service Notice (IRS Notice 2013 – 3) provides that Illinois’ share of these allocations is $14.893 million (for calendar year 2012) and $ 14.893 million (for calendar year 2013), for a total of $29.786 million.

Financial Background
Districts receiving an allocation from the 2012 authorization have until December 31, 2014, to issue the bonds. CPS will work with their local bond counsel to ensure the issuance is in accordance with the required provisions of the law.

Business Enterprise Program (BEP)
Not applicable for QZAB bonds.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: Dependent upon the size of the bond issuance, school districts will incur a cost to issue the bonds.
Legislative Action: None
Communication: Upon Board approval, the district will be notified of its authority to issue the bonds

Pros and Cons of Various Actions
Pros: School districts that receive the Board’s approval to issue such bonds will be able to issue the bonds at a substantially reduced cost.
Cons: None
Superintendent’s Recommendation
I recommend that the following motion be adopted:

I move that the Illinois State Board of Education approve Chicago Public Schools 299 for the allocation of $1,907,728 in bonds from the calendar year 2012 allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (the Qualified Zone Academy Bond Program).

Next Steps
Upon Board authorization, Agency staff will inform the district and provide certification of approval.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Chicago Public School District 299

Designation: $1,907,728 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

______________________________
Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education
this 18th day of September, 2014.
TO: Illinois State Board of Education

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

Agenda Topic: State Charter School Commission Appointment

Materials: Resume (separate cover)

Staff Contact(s): Jennifer Saba, Assistant General Counsel

Purpose of Agenda Item
The purpose of this agenda item is to review and act upon the Superintendent’s recommendation to fill a vacancy on the State Charter School Commission (hereinafter also referred to as the “Commission”).

Relationship to/Implications for the State Board’s Strategic Plan
The Commission is responsible for authorizing high-quality charter schools throughout Illinois, particularly schools designed to expand opportunities for at-risk students. The Commission is empowered to consider the appeals of charter agreements and proposals that have been denied, revoked, or not renewed by a local school board, approve quality charter school applications and deny weak or inadequate applications, monitor the performance and legal compliance of charter schools authorized by the Commission, and determine whether each charter school authorized by the Commission merits renewal, nonrenewal, or revocation.

The performance of these responsibilities directly relates to all three goals of the State Board’s Strategic Plan, including ensuring that: (1) “every student will demonstrate academic achievement and be prepared for success after high school; (2) “every student will be supported by highly prepared and effective teachers and school leaders; and (3) “every school will offer a safe and healthy learning environment for all students.”

Expected Outcome(s) of Agenda Item
The anticipated outcome of this agenda item is the appointment of a new member to the Commission to fill a vacancy left by the August 21, 2014 resignation of a Commissioner, for the remainder of that former Commissioner’s 1 year term, which expires on October 31, 2014.

Background Information
Section 27A-7.5 of the School Code requires that the State Board of Education appoint nine (9) members to the State Charter School Commission. To establish staggered terms of office, the terms of office are set as follows: (i) the initial term of office for 3 Commission members shall be 4 years and thereafter shall be 4 years; (ii) the initial term of office for another 3 members shall be 3 years and thereafter shall be 4 years; and (iii) the initial term of office for the remaining 3 members shall be 2 years and thereafter shall be 4 years.

Commission members are to collectively possess strong experience and expertise in public and nonprofit governance, management and finance, public school leadership, higher education, assessments, curriculum and instruction, and public education law. In addition, all members of the Commission must have demonstrated an understanding of and a commitment to public education, including without limitation charter schooling. At least 3 members must have past experience with urban charter schools.
The State Board of Education acted in September 2011 to approve the initial appointments of members to the Commission. Each Commission member's term of service commenced on November 1, 2011. Former Commission member Glen Barton, appointed for the 3-year term of November 1, 2011 through October 31, 2014, resigned from the Commission effective July 5, 2013, creating a vacancy. The process for filling a vacancy on the State Charter Commission is set forth in Article 27A-7.5(f). Specifically, whenever a vacancy on the Commission exists, the State Board must appoint a member for the remaining portion of the term. Judge Milton Wharton was appointed for a 1 year term, commencing on November 1, 2013 and ending on October 31, 2014. Judge Wharton submitted notice of his resignation on August 21, 2014, effective immediately, reopening the vacancy. By operation of the State Board’s vote, a new Commissioner will be appointed for the remaining portion of Judge Wharton’s term.

At the State Board’s October 2014 meeting, the State Board will be asked to make three (3) appointments to fill the seats of commissioners whose terms are expiring on October 31, 2014, including any member who holds the seat formerly held by Judge Wharton. If that member seeks reappointment and is reappointed by the State Board in accordance with statutory requirements, her term thereafter shall be for four years.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implication: Approval of the new member to fill the vacancy left by Judge Wharton will ensure compliance with the requirements of the Charter Law for composition of the Commission.

Superintendent's Recommendation
I recommend that the following motion be adopted:

The State Board of Education hereby approves the appointment of Sylvia Zaldivar-Sykes to the State Charter School Commission to fill the remainder of a 1-year term expiring in October 2014.

Next Steps
Ms. Zaldivar-Sykes will be notified about the action taken by the State Board of Education. In addition, the State Board of Education website, and the page dedicated to the State Charter School Commission, will be appropriately updated.
TO: Illinois State Board of Education

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

Agenda Topic: Illinois State Educator Preparation and Licensure Board Appointments

Materials: None

Staff Contact: Jason Helfer, Assistant Superintendent for Educator Effectiveness

Purpose of Agenda Item
The Division of Preparation and Evaluation requests the Board to authorize the State Superintendent to review and act upon the recommendation for appointment to the Illinois State Educator Preparation and Licensure Board (SEPLB).

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois SEPLB has the responsibility to make recommendations to the State Board of Education on matters that directly relate to ensuring that “Every student will be supported by highly prepared and effective teachers and school leaders.” The SEPLB reviews educator and school leader programs and educational preparation units for quality and compliance with rule and school code.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
The anticipated outcome of this agenda item is the appointment of a new member to the Illinois SEPLB for a three-year term beginning October 1, 2014.

Background Information
Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois SEPLB. An appointment to the Licensure Board is for a three-year term and members have traditionally served no more than two terms.

Appointments to the Illinois SEPLB are to represent specified categories of educators as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>Administrative or faculty members of public or private colleges and universities in Illinois</td>
<td>5</td>
</tr>
<tr>
<td>Administrators in the public schools</td>
<td>3</td>
</tr>
<tr>
<td>Public school classroom teachers</td>
<td>10</td>
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<td>Regional Superintendent of Schools</td>
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The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.
Recommendations are submitted by professional organizations representing higher education, teachers, administrators, and regional offices of education.

In accordance with the nomination procedures set forth in statute, the State Superintendent has received nominations, conducted interviews and recommends the following individual for membership on the Illinois SEPLB:

Kendra Asbury – Illinois Education Association/National Education Association

Ms. Asbury is a middle school language arts teacher at Belvidere Central Middle School in Belvidere Community Unit School District 100.

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

Policy Implications: With the approval of this recommendation, the Illinois SEPLB will have a portion of the open seats appointed and be more closely aligned to the required composition of the board.

Budget Implications: None

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: By approving the recommendation, the Illinois SEPLB will be able to continue in its duties to ensure that students will have highly prepared and effectiveness teachers and school leaders.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the appointment of Kendra Asbury to the Illinois State Educator Preparation and Licensure Board.

Next Steps

Upon Board authorization, Agency staff will notify the nominees and their sponsoring organization about the action taken by the State Board of Education. In addition, the members of the Illinois SEPLB will be notified and the State Board of Education and the Illinois SEPLB websites will be appropriately updated.