

ILLINOIS STATE BOARD OF EDUCATION



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

June 17, 2020
10:00 a.m.

1. Roll Call/Pledge of Allegiance

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

2. Public Participation

- A. Public Participation will be completed using an online form that can be found at <https://www.isbe.net/Pages/Illinois-State-Board-of-Education-Calendar.aspx> and will open on June 17 at 8:30 a.m. and close at 9:30 a.m. Participants will be able to review the participation guidelines and indicate if they wish to speak. For Public Participation, please join the link below by computer or phone: <https://global.gotomeeting.com/join/284081685> **Dial in:** (872) 240-3311
Access Code: 284-081-685

3. Resolution

- A. Resolution Affirming the State Board's Commitment to Eliminate Racial Injustice (pp. 4)

4. Recognitions

- B. 2020 U.S. Presidential Scholar in the Arts - Isabella Cho, Wilmette - North Shore Country Day School
- C. 2020 U.S. Presidential Scholar in Career and Technical Education - Arnav Prashant Lande, Naperville - Waubonsie Valley High School
- D. 2020 U.S. Presidential Scholar – David Sandoval, Berwyn - J S Morton High School West
- E. 2020 U.S. Presidential Scholar - Elizabeth Welch-Jani, Northbrook - Glenbrook South High School

5. Presentations

- A. Transition Plan

6. Closed Session

- A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public

body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1)

- B. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)

7. Superintendent's Contract –Goals and Amendment to Agreement (as needed)

8. Superintendent's Report – Consent Agenda

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

- A. *Approval of Minutes – Plenary Minutes: May 20, 2020 (pp. 5-10)
- B. *Rules for Initial Review - Part 226 (Special Education) *Bilingual Interpreter* (pp. 13-36)
- C. *Rules for Adoption - Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) *PERA Application* (pp. 31-37)
- D. *Rules for Adoption - Part 75 (Agricultural Education Program) *Agricultural Education Pre-Service Teacher Internship Program* (pp. 38-51)
- E. *Rules for Adoption - Part 255 (Registered Apprenticeship Program) *New Program* (pp. 52-57)
- F. *Rules for Adoption - Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) *General Cleanup* (pp. 58-78)
- G. *Contracts and Grants Over \$1 Million - Approval of Discretionary Grant to Illinois Association of School Administrators for New Superintendent Mentoring (pp. 79-82)
- H. *Contracts and Grants Over \$1 Million - Approval of IDEA Part D Discretionary Grant: State Personnel Development Grant (pp. 83-85)
- I. *Contracts and Grants Over \$1 Million - Approval of additional funding for College Board to support the administration of the SAT being administered in the Fall of School Year 2020-2021 for grade 12 students (pp. 86-87)
- J. *Contracts and Grants Over \$1 Million - Approval of a three-year sole source contract with New Meridian to license Oklahoma science assessment items to support the Illinois Science Assessment (ISA) (pp. 88-89)
- K. *Contracts and Grants Over \$1 Million – Approval to Release a Request for Sealed Proposals and Award the Contract for the 21st CCLC Statewide Evaluation (pp. 90-92)

- L. *Approval of Cut Score Recommendations for Redeveloped Licensure Tests – Phase V (pp. 92-103)

End of Consent Agenda

9. Contracts and Grants Over \$1 Million – Approval of Learning Technology Center Intergovernmental Agreement Renewal (pp.104-110)

10. Discussion Items

- A. Legislative Update (pp. 111-112)
- B. Fiscal Year 2021 Budget Passed by General Assembly (pp. 113-129)

11. Discussion and Approval

- A. Contracts and Grants Over \$1 Million - Approval of The Illinois Center for Transition and Work at the University of Illinois at Urbana/Champaign (pp. 130-133)
- B. Contracts and Grants Over \$1 Million - Approval of Autism Learning and Supports Project (pp 134-135)
- C. Contracts and Grants Over \$1 Million - Approval of Additional FY21 funding for the University of Kansas to support the administration of the Dynamic Learning Maps Alternate Assessment being administered in Spring 2021 (pp. 136-137)

12. Upcoming Board Actions

- A. Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 24 (Standards for all Illinois Educators) *Educator Licensure Updates and Changes (pp. 138-421.49)*
- B. Part 226 (Special Education) *Multiple Public Act Changes and Cleanup (pp. 422-456)*
- C. Approval of McKinney-Vento Homeless Children and Youth Grant Program Additional Grant Funds (pp. 457-459)

13. Public Participation (as needed)

14. Announcements & Reports

- A. Superintendent's/Senior Staff Announcements
- B. Chair of the Board's Report
- C. Member Reports

15. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (pp. 460-535)
- B. FOIA Monthly Report (pp. 536-543)

16. 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: The Chair of the Board may call for a break in the meeting as necessary in order for the Board to go into closed session.***

RESOLUTION AFFIRMING THE STATE BOARD'S COMMITMENT TO ELIMINATE RACIAL
INJUSTICE

WHEREAS, the Illinois State Board of Education (ISBE) is committed to ensuring public schools in Illinois provide safe and welcoming spaces where all students are able to focus on their education, secure in the knowledge that their safety and emotional well-being will be supported, regardless of race;

WHEREAS, ISBE recognizes that historical and ongoing systems of inequitable and inadequate resource allocation, punitive disciplinary practices, lack of access to and supports for teachers of color, unequal access to educational opportunities and supports, implicit bias, and segregation perpetuate inequity in the outcomes of students of different races;

WHEREAS, the recent killings of George Floyd, Breonna Taylor, Ahmaud Aubrey and countless other Black men and women, along with the backdrop of COVID-19 and its disproportionate impact on communities of color, provide an urgent reminder and rationale for ISBE to recommit, on behalf of the state's education community, to racial equity and justice; and

WHEREAS, ISBE appreciates the necessary and important work our public school districts are doing to advance racial equity and justice, but is keenly aware that we and our school districts can, with intentionality, do more.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education:

- (1) Supports our courageous and committed district leaders, teachers and students across the state who have been organizing and participating in peaceful demonstrations for substantive and lasting change;
- (2) Reaffirms its focus on developing and promoting state education policies that uplift, honor and promote equity of opportunity for our communities of color and identifying and dismantling any policies that, implicitly or explicitly, perpetuate institutional racism;
- (3) Recognizes our position of authority, will continuously check and question our biases, beliefs and actions, and asks to be held accountable so that this long overdue transformation towards racial justice becomes permanent and normalized, and does not fade when this tragic and painful moment passes; and,
- (4) Encourages all Illinois public school boards to join with us in a commitment to critically examine policies and practices with a racial equity lens, eliminate racial injustice and, as an important message to their communities, adopt and publicly post resolutions affirming that commitment.

Member _____ moved the adoption of the Resolution and Member _____ seconded it.

ADOPTED this _____ day of _____, 2020, by the following vote:

AYES: _____

NAYS: _____

ABSENT: _____

Via Webinar Only

ROLL CALL

Board Chairman Mr. Darren Reisberg called the meeting to order at 10:02 a.m.

Chair of the Board Reisberg announced that the Board meeting was being audio-cast live over the internet and video recorded.

Chair of the Board Reisberg asked the clerk to call the roll. A quorum was present with nine members. State Superintendent Dr. Carmen I. Ayala was also in attendance.

Members Present:

Mr. Darren Reisberg, Chair of the Board (via webinar)
Dr. Donna Leak, Vice Chair (via webinar)
Dr. Cristina Pacione-Zayas, Secretary (via webinar)
Dr. Christine Benson (via webinar)
Ms. Cynthia Latimer (via webinar)
Dr. David Lett (via webinar)
Ms. Susie Morrison (via webinar)
Ms. Jacqueline Robbins (via webinar)
Ms. Jane Quinlan (via webinar)

Chair of the Board Reisberg recognized Illinois' educators for their dedication during this time, especially in light of the challenges that remote learning poses. He also gave an update on the stimulus funding Illinois has received via the Coronavirus Aid, Relief, and Economic Security (CARES) Act and congratulated members of the Class of 2020 for their accomplishments.

**PUBLIC
PARTICIPATION**

Chair of the Board Reisberg reminded those in attendance of the updated public participation policy and the sign-up procedures for today's remote meeting.

Matt Kelley, representing Education for Employment District 101 Regional Delivery System and the Kankakee Area Career Center, thanked the agency and Board members for their guidance and leadership. He spoke about the importance of career and technical education and the future of the workforce.

Amy Meek spoke on behalf of the Chicago Lawyers Committee for Civil Rights, Illinois Raise Your Hand, the Brighton Park Neighborhood Council, and Chicago United for Equity. She thanked Board members for their leadership and asked that the agency listen to the voices of parents and students to inform policy decisions and ensure transparency. She also requested that the agency provide guidance to districts to ensure CARES Act funds are targeted to advance equity and address needs for longer-term investments, rather than filling existing budget holes.

Latasha Schraeder from Carbondale Elementary School District 95 spoke about the Center for Advancement of Educational Initiatives at Illinois State University and the impact of her district's partnership with the initiative.

Roy Hamilton, chair of board of Directors for Chicago Virtual Charter School (CVCS), spoke about the importance of keeping CVCS open in light of the pandemic.

LaShaun Bryant, parent and active learning coach at CVCS, spoke on behalf of CVCS and asked the Board to reconsider its decision to revoke CVCS' charter.

Sharnell Jackson spoke about student engagement indicators and the lack of fairness in evaluating CVCS due to its unique nature. She requested that the Board reconsider its decision to revoke CVCS' charter.

Juanita Gryfinski from St. Charles SD 303 and the Illinois Association of School Nurses spoke about school nurses' responses to the pandemic and how they continue to serve students and educators. She asked the Board to include nurses' feedback in agency planning.

Aneesh Sohoni, executive director of Teach of America (TFA) Illinois, spoke about TFA's response to the pandemic and the feedback that TFA has received from its stakeholders. He requested that the state continue to fund TFA at the levels it had previously.

Daniel Woestman, superintendent of Belvidere School District 100, spoke about the ISBE Draft Strategic Plan and shared some accomplishments from his district that align to it. He shared innovative insights that could potentially be reflected in the Strategic Plan. Dr. Ayala remarked that she looks forward to rescheduling her visit to Belvidere.

Avery Sims, a junior at Westinghouse College Prep, was first to speak from the Chi Students Pandemic Response group. He spoke about being an essential worker and trying to balance work with student responsibilities. He described the lack of empathy that teachers have toward students in similar positions and described the potential effects of Chicago Public Schools' grading policy during the pandemic. He asked the agency to stand behind students in prioritizing their families and health during this time.

Finley Williams, a junior at Lane Tech College Prep, spoke on behalf of Alisa Smith, a parent of a Lane Tech student. She described how CPS' grading policy doesn't take into account different learning styles, requires families to assist students, and penalizes students who lack access to technology. Thus, she said that CPS is not adhering to the agency's guidelines.

Ms. Williams also spoke on behalf of Jeffery Solan, a computer science teacher at Lane Tech. She asked that the agency compel CPS to modify the grading policy so that students and families had the ability to choose their grading option.

Cassius Palacio, member of the CPS Student Advisory Council, spoke on behalf Kai Loudon, a student at Brooks College Preparatory High School. He said that it is unfair to assume that all students can maintain learning at high standards when students are unsafe at home or emotionally during the pandemic. He asked the agency to support students and hold CPS accountable.

Zachary Vander, a senior at Walter Payton College Preparatory High School, explained that CPS is not adhering to agency guidelines for grading and is penalizing students who lack access to technology. He requested that the agency hold CPS accountable and invited the agency to lend its support to the students presenting at CPS' meeting next week.

Osel Lopez spoke on behalf of Francisca Garcia, a senior at Prosser Career Academy. She testified about her drastic change in grades from third to fourth quarter and her struggle to balance academics and tend to her mental health during the pandemic. She asked the agency to make written objection to CPS' grading policy.

Nova Gomez, junior at Lane Tech, testified about the personal impact of the CPS grading policy on her academics. She encouraged the agency to hold CPS accountable for letting grades reflect mental health instead of student effort.

Board members discussed how various districts have utilized agency guidance with respect to grading policies. They also discussed some of the difficulties posed to parents by remote learning and the inequities posed to different families. The Board highlighted the need for stronger and more explicit guidance on grading policies and requested that the Superintendent make concrete plans to discuss this issue with Chicago Public Schools

STRATEGIC PLAN PRESENTATION

Dr. Ayala discussed the updated agency Strategic Plan draft, which includes strategies to address needs that have been revealed by the COVID-19 pandemic. The Board discussed the digital divide, learning loss, and how learning loss can be measured or defined in the Strategic Plan strategies.

Dr. Ayala discussed ESSA requirements, state assessments, and state accountability as they pertain to remote learning and resulting gaps. Financial Officer Robert Wolfe discussed the RSFP process for the state assessment system and the process by which the public could access information on bidder holdings.

The Board discussed family and teacher preparation programs in relation to remote learning.

Dr. Ayala discussed the process moving forward with the current Strategic Plan draft.

CLOSED SESSION

Dr. Leak moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1)
- B. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)

She further moved that Board members may invite anyone they wish to be included in this closed session.

Dr. Benson seconded the motion, and it passed with a unanimous roll call vote.

The open meeting recessed at 12:06 p.m. and the Board went into closed session at 12:15 p.m. The open meeting reconvened at 1:23 p.m.

CONSENT AGENDA

Dr. Ayala reviewed the items under the consent agenda.

Ms. Robbins moved that the State Board of Education approve the consent agenda with edits made to the fiscal year 2020 Board meeting schedule, noting that the March and May meetings were held virtually and that the March meeting was held in multiple locations. An addendum will be added to address the uncertainty of physical gatherings during the pandemic, given the requirements of the Open Meetings Act.

Dr. Benson seconded the motion, and it passed unanimously with a roll call vote.

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

Approval of Minutes

Plenary Minutes: March 18, 2020

The Illinois State Board of Education hereby approves the March 18, 2020, meeting minutes.

Rules for Adoption

Part 235 (Early Childhood Block Grant) Chronic Absenteeism

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 235 (Early Childhood Block Grant) to the Joint Committee on Administrative Rules (JCAR) for second notice.

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 JCAR.

Dr. Pacione-Zayas asked for clarification regarding the language in the rules, how attendance is calculated for Preschool for All and Prevention Initiative programs, the impacts on chronic absenteeism monitoring, and about the impact on community-based programs. Heather Calomese, executive director of Programs, and Amanda Elliott, executive director of Legislative Affairs, clarified that the language in the Rules was pulled directly from the statute. Staff will examine proposing clarifying changes to the statute in the future.

Part 375 (Student Records) Parental Notification Changes

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 375 (Student Records) to JCAR for second notice.

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 JCAR.

Part 650 (Charter Schools) Charter School Commission Abolishment

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 650 (Charter Schools) to JCAR for second notice.

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 JCAR.

Contracts and Grants Over \$1 Million

Approval of the Notice of Funding Opportunities /Request for Proposals for E-Rate State Matching Grant Program

The State Board of Education hereby authorizes the State Superintendent to release a Notice of Funding Opportunities (NOFO)/Request for Proposals (RFP) and award grants to eligible school districts for the E-rate State Matching Grant Program in FY 2021. The estimated cost of the grants will not exceed the appropriation for the program.

Mr. Wolfe provided information on the appropriation of funds and the mechanisms of matching funds. Dr. Jennifer Kirmes, executive director of Teaching and Learning, reported that the agency has been watching the progress in the legislature on expanding this grant to reach home connectivity. Currently, the grant is intended to improve connectivity to school buildings.

Approval of the Release and Award of the Competitive Grant from the SEA Set-Aside Portion of the CARES Act Funding

The State Board of Education hereby authorizes the State Superintendent to release a NOFO/RFP and award grants to eligible school districts for the Digital Divide Equity Grant in FY 2021.

Complaints Against Charter School Authorizers Under Section 650.65 of the Administrative Code

The State Board of Education hereby delegates authority to the State Superintendent to issue final written decisions in response to any complaints against charter school authorizers that are submitted to the agency in accordance with Section 650.65 of the Part 650 rules.

Approval of Revised FY 2020 Board Meeting Dates

The State Board of Education approves the revised FY 2020 Board meeting schedule.

The calendar will be corrected to denote that the March and May meetings were held virtually and that the March meeting was held in multiple locations. An addendum may be added to address the uncertainty of physical gatherings in light of the pandemic.

Approval of Revised FY 2021 Board Meeting Dates

The State Board of Education hereby approves the revised FY 2021 dates for State Board of Education meetings.

Ms. Morrison discussed the history of content specialists in the agency and the issues posed to agency staff considering the nonrenewal of the intergovernmental agreement (IGA) with Illinois State University. She asked Dr. Ayala to reconsider the decision not to renew the IGA.

**RULES FOR INITIAL
REVIEW – PART 1
(PUBLIC SCHOOLS
EVALUATION,
RECOGNITION AND
SUPERVISION)
CLIMATE SURVEY
CHANGE**

Ms. Quinlan requested information regarding policy, procedures, and protocols used by the agency when entering into or ending an IGA, and also requested that the agency consider how to move forward with IGAs with notifications and logistically closing items out.

Dr. Ayala and Jeff Aranowski, executive director of Safe and Healthy Climate, noted that there were no substantive changes to the Part 1 Rules. References to the climate survey removed specific names of vendors, as discussed by the Education Policy Planning Committee.

Chair or the Board Reisberg made a brief statement on his choice to abstain from this vote.

Ms. Morrison made a motion that the State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 1 (Public Schools Evaluation, Recognition and Supervision), including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Ms. Latimer seconded the motion, and it passed with eight votes in favor. Chair of the Board Reisberg abstained.

**LEGISLATIVE
UPDATE**

Ms. Elliott provided the Board with a legislative update. She discussed the filing of the FY 2021 budget; the companion bill for the budget has not yet been filed. She also discussed bills intended to meet needs resulting from the pandemic that the agency highlighted.

Mr. Wolfe provided more information on the budget for FY 2021 and what funding could look like in FY 2022.

**ILLINOIS CARES
FEDERAL
STIMULUS FUNDING**

Dr. Ayala gave an update on the agency's receipt of federal CARES Act funding and disbursement to schools. School districts are encouraged to apply for funding and utilize it as soon as they are approved.

Mr. Wolfe and Dr. Matias broke down the CARES Act and discussed the process by which Local Education Agencies will apply for subgrants from the Elementary and Secondary School Emergency Relief (ESSER) Fund.

The Board discussed the needs that arise from the pandemic with respect to both remote and in-person learning. They discussed the need to ensure that the funds can accommodate both needs and how the agency might support administrators in light of the uncertainties ahead.

The Board also discussed how the agency is meeting the federal requirement to ensure community feedback is being gathered regarding the use of Governor's Emergency Education Relief and ESSER funds.

**UPCOMING BOARD
ACTIONS**

Part 226 (Special Education) Bilingual Interpreter

There were no questions from the Board on this item.

Approval of Learning Technology Center Intergovernmental Agreement Renewal

There were no questions from the Board on this item.

Approval of Discretionary Grant to Illinois Association of School Administrators for New Superintendent Mentoring

There were no questions from the Board on this item.

Approval of Cut Score Recommendations for Redeveloped Licensure Tests

There were no questions from the Board on this item.

Approval of IDEA Part D Discretionary Grant: State Personnel Development Grant

There were no questions from the Board on this item.

Approval of Additional F for College Board to Support Administration of the SAT Being Administered in the Fall of School Year 202021 for Grade 12 Students

There were no questions from the Board on this item.

Approval of a Three-Year Sole Source Contract with New Meridian to License Oklahoma Science Assessment Items to Support the Illinois Science Assessment

There were no questions from the Board on this item.

**ANNOUNCEMENTS
AND REPORTS**

Superintendent/Senior Staff Announcements

Dr. Ayala gave an update on the applications for CARES Act funds, which can be used until Sept. 30, 2021.

Chair of the Board's Report

There were no announcements at this time.

Member Reports

Dr. Benson and Ms. Latimer announced that they had completed the Secretary of State literacy grants and invited other Board members to explore these grants.

Dr. Pacione-Zayas announced that the Erikson Institute has released on-demand webinars for emergency child care providers and for schools. Dr. Pacione-Zayas is helping with reopening plans for Chicago and the State of Illinois pertaining to childcare and welcomes feedback for her to share.

Dr. Leak commended educators across Illinois for their adaptability and creativity during this time. She challenged the Board to find ways to celebrate the efforts and accomplishments of educators.

**INFORMATION
ITEMS**

ISBE Fiscal & Administrative Monthly Reports
Freedom of Information Act Monthly Report

**MOTION FOR
ADJOURNMENT**

Dr. Lett moved that the meeting be adjourned.

Dr. Pacione-Zayas seconded the motion, and it passed by unanimous voice vote. The meeting adjourned at 3:07p.m.

Respectfully Submitted,

Dr. Cristina Pacione-Zayas
Board Secretary

Darren Reisberg
Chair of the Board

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 226 (Special Education) *Bilingual Interpreter*

Expected Outcome: Approval to file Part 226 (Special Education) proposed rules in the *Illinois Register* to elicit public comment

Materials: Appendix A: Part 226 (Special Education) Proposed Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Programs
Joanne Clyde, Director, Multilingual
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Multilingual Department requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information/History

This Part is being modified to align with the enactment of Public Act 101-0124, effective Jan. 1, 2020. This Public Act requires the State Board to adopt rules to establish criteria, standards, and competencies for bilingual interpreters who attend Individual Education Program (IEP) meetings to assist a parent who has limited English proficiency. This rulemaking creates a “qualified interpreter” position for this purpose and sets the standards for what an individual must complete to be eligible as a qualified interpreter. Other cleanup changes are made as well.

At the May Education Policy Planning meeting, Board members requested a change to Section 226.800(I)(1) so that a qualified interpreter is required to meet all employee eligibility requirements of the school district, rather than specifically delineating those employment eligibility requirements. These rules reflect that change.

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

Policy Implications: Please see “**Background Information/History**” above.

Budget Implications: ISBE has earmarked a total of \$2.5 million in Individuals with Disabilities Education Act funds from fiscal years 2020-22 to pay for the development of the “qualified interpreter” certification process. Districts will be required to pay for a qualified interpreter for IEP meetings if they do not have a staff member who is able to fulfill that role on hand.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with this rulemaking will cause the agency’s rules to conflict with the provisions of the IAPA, which requires that a standards and policies of state agencies be set forth in administrative rules.

Superintendent's Recommendation

I recommend that the following motion be adopted:

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

Part 226 (Special Education)

Including publication of the proposed rules in the *Illinois Register* to elicit public comment.

Next Steps

Upon Board authorization, agency staff will submit the proposed rules to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as *ISBE's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking. Agency staff will inform bill sponsors of pending rulemaking.

Date of Board Action: June 17, 2020

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 226

SPECIAL EDUCATION

SUBPART A: GENERAL

Section

226.10	Purpose
226.50	Requirements for a Free Appropriate Public Education (FAPE)
226.60	Charter Schools
226.75	Definitions

SUBPART B: IDENTIFICATION OF ELIGIBLE CHILDREN

Section

226.100	Child Find Responsibility
226.110	Evaluation Procedures
226.120	Reevaluations
226.125	Specific Learning Disability: Dyslexia
226.130	Additional Procedures for Students Suspected of or Having a Specific Learning Disability
226.135	Additional Procedures for Students Suspected of or Having an Intellectual Disability
226.140	Modes of Communication and Cultural Identification
226.150	Evaluation to be Nondiscriminatory
226.160	Medical Review
226.170	Criteria for Determining the Existence of a Specific Learning Disability (Repealed)
226.180	Independent Educational Evaluation
226.190	Reevaluation (Repealed)

SUBPART C: THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section

226.200	General Requirements
226.210	IEP Team
226.220	Development, Review, and Revision of the IEP

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

226.230	Content of the IEP
226.240	Determination of Placement
226.250	Child Aged Three Through Five
226.260	Child Reaching Age Three

SUBPART D: PLACEMENT

Section	
226.300	Continuum of Alternative Placement Options
226.310	Related Services
226.320	Service to Students Living in Residential Care Facilities
226.330	Placement by School District in State-Operated or Nonpublic Special Education Facilities
226.340	Nonpublic Placements by Parents Where FAPE is at Issue
226.350	Service to Parentally-Placed Private School Students
226.360	Placement by School Districts in Remote Educational Programs

SUBPART E: DISCIPLINE

Section	
226.400	Disciplinary Actions
226.410	Manifestation Determination Review (Repealed)
226.420	Appeals (Repealed)
226.430	Protection for Children Not Yet Eligible for Special Education (Repealed)
226.440	Referral to and Action by Law Enforcement and Judicial Authorities (Repealed)

SUBPART F: PROCEDURAL SAFEGUARDS

Section	
226.500	Language of Notifications
226.510	Notification of Parents' Rights
226.520	Notification of District's Proposal
226.530	Parents' Participation
226.540	Consent
226.550	Surrogate Parents
226.560	Mediation
226.570	State Complaint Procedures

SUBPART G: DUE PROCESS

Section	

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

226.600	Calculation of Timelines
226.605	Request for Hearing; Basis (Repealed)
226.610	Information to Parents Concerning Right to Hearing
226.615	Procedure for Request
226.620	Denial of Hearing Request (Repealed)
226.625	Rights of the Parties Related to Hearings
226.630	Qualifications, Training, and Service of Impartial Due Process Hearing Officers
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SUBPART H: ADMINISTRATIVE REQUIREMENTS

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226.770	Fiscal Provisions
226.780	Procedures for Withdrawal Hearings before the Regional Board of School Trustees

SUBPART I: PERSONNEL

Section	
226.800	Personnel Required to be Qualified
226.810	Special Education Teaching Approval

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NOTICE OF PROPOSED AMENDMENTS

226.820	Authorization for Assignment
226.830	List of Independent Evaluators
226.840	Qualifications of Evaluators
226.850	List of Qualified Workers
226.860	List of Other Employees Qualifying for Reimbursement

AUTHORITY: Implementing Article 14 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art.14 and 2-3.6].

SOURCE: Adopted August 12, 1976; rules repealed and new emergency rules adopted at 2 Ill. Reg. 37, p. 29, effective September 1, 1978, for a maximum of 150 days; rules repealed and new rules adopted at 3 Ill. Reg. 5, p. 932, effective February 1, 1979; emergency amendment at 4 Ill. Reg. 38, p. 328, effective September 15, 1980, for a maximum of 150 days; amended at 5 Ill. Reg. 8021, effective July 22, 1981; amended at 6 Ill. Reg. 558, effective December 23, 1981; emergency amendment at 7 Ill. Reg. 6511, effective May 6, 1983, for a maximum of 150 days; emergency amendment at 7 Ill. Reg. 8949, effective July 15, 1983, for a maximum of 150 days; codified at 8 Ill. Reg. 6669; amended at 8 Ill. Reg. 7617, effective May 17, 1984; emergency amendment at 10 Ill. Reg. 3292, effective January 27, 1986, for a maximum of 150 days; emergency expired June 24, 1986; amended at 10 Ill. Reg. 18743, effective October 22, 1986; amended at 10 Ill. Reg. 19411, effective October 31, 1986; amended at 13 Ill. Reg. 15388, effective September 14, 1989; emergency amendment at 14 Ill. Reg. 11364, effective June 26, 1990, for a maximum of 150 days; emergency expired November 23, 1990; amended at 15 Ill. Reg. 40, effective December 24, 1990; amended at 16 Ill. Reg. 12868, effective August 10, 1992; emergency amendment at 17 Ill. Reg. 13622, effective August 3, 1993, for a maximum of 150 days; emergency expired December 31, 1993; amended at 18 Ill. Reg. 1930, effective January 24, 1994; amended at 18 Ill. Reg. 4685, effective March 11, 1994; amended at 18 Ill. Reg. 16318, effective October 25, 1994; amended at 19 Ill. Reg. 7207, effective May 10, 1995; amended at 20 Ill. Reg. 10908, effective August 5, 1996; amended at 21 Ill. Reg. 7655, effective July 1, 1997; Part repealed, new Part adopted at 24 Ill. Reg. 13884, effective August 25, 2000; amended at 27 Ill. Reg. 8126, effective April 28, 2003; amended at 31 Ill. Reg. 9915, effective June 28, 2007; amended at 32 Ill. Reg. 4828, effective March 21, 2008; amended at 34 Ill. Reg. 17433, effective October 28, 2010; amended at 35 Ill. Reg. 8836, effective May 26, 2011; peremptory amendment, pursuant to PA 97-461, at 35 Ill. Reg. 14836, effective August 22, 2011; amended at 36 Ill. Reg. 12648, effective July 18, 2012; amended at 36 Ill. Reg. 12870, effective July 24, 2012; amended at 37 Ill. Reg. 16788, effective October 2, 2013; amended at 40 Ill. Reg. 2220, effective January 13, 2016; amended at 44 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 226.75 Definitions

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~~Assistive Technology Device: See 34 CFR 300.5.~~

“Behavioral intervention” means an ~~Intervention: An~~ intervention based on the methods and empirical findings of behavioral science ~~and that is~~ designed to positively influence a child's actions or behaviors ~~positively~~.

“Business day” means Monday through Friday, except for federal and State holidays.

“Day” means a calendar day.

~~Case Study Evaluation: See "Evaluation".~~

~~Day; Business Day; School Day: See 34 CFR 300.11.~~

~~Developmental Delay: See 34 CFR 300.8 and 300.111(b). Delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).~~

“Disability” means the 13 disabilities identified in the federal Individuals with Disabilities Education Act ~~Disability: IDEA identifies 13 disabilities as the basis for students' eligibility~~ for special education and related services. These disabilities (autism, deaf-blindness, deafness, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment) shall be defined as set forth in 34 CFR 300.8(c). In addition, for purposes of this Part, "autism" shall include, but not be limited to, any Autism Spectrum Disorder that adversely affects a child's educational performance.

“Domain” means an ~~Domain: An~~ aspect of a child's functioning or performance that must be considered in the course of designing an evaluation. The domains are health, vision, hearing, social and emotional status, general intelligence, academic performance, communication status, and motor abilities.

“Equipment” has the meaning given to that term under ~~Equipment (a~~ programmatic definition, ~~not intended to coincide with the definition of~~ "equipment" given in the Requirements for Accounting, Budgeting, Financial Reporting, and Auditing at 23 Ill. Adm. Code 100.20): See 34 CFR 300.14.

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“Evaluation” has the meaning given to that term under ~~Evaluation~~: See 34 CFR 300.15.

“Extended school year services” has the meaning given to that term under ~~Extended School Year Services~~: See 34 CFR 300.106(b).

“Functional behavioral assessment” means an ~~Behavioral Assessment~~: An assessment process for gathering information regarding the target behavior, its antecedents and consequences, controlling variables, the student's strengths, and the communicative and functional intent of the behavior, for use in developing behavioral interventions.

“General curriculum” means the ~~Curriculum~~: The curriculum adopted and/or used by a local school district or by the schools within a district for nondisabled students; the content of the program, as opposed to the setting in which it is offered.

“Individualized education program team” or “IEP team” has the meaning given to that term under ~~IEP Team~~: See 34 CFR 300.23.

“Independent educational evaluation” has the meaning given to that term under ~~Educational Evaluation~~: See 34 CFR 300.502(a)(3)(i).

“Individualized education program ~~Education Program~~ or IEP” has the meaning given to that term under: See 34 CFR 300.22. An IEP shall be considered "linguistically and culturally appropriate" if it addresses the language and communication needs of a student as a foundation for learning, as well as any cultural factors that may affect the student's education.

Individualized Family Service Plan or IFSP: See 34 CFR 300.24.

“Interpreter” means a person fluent in English and in the necessary language of the parent and who can accurately speak, read, and readily interpret the necessary second language, or a person who can accurately sign and read sign language.

“Interpretation services” means the verbal interpretation of English into another language and of the other language into English. “Interpretation services” may also include sight translations of written text into spoken word.

Least Restrictive Environment (LRE): See 34 CFR 300.114.

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“Limited English proficient” has the meaning given to that term under ~~Proficient~~
~~See~~ 34 CFR 300.27.

“Native language” has the meaning given to that term under ~~Language~~
~~See~~ 34 CFR 300.29.

“Parent” has the meaning given to that term under ~~See~~ 34 CFR 300.30.

“Preferred language” means a parent’s or guardian’s native language or any other language with which the parent or guardian requests interpretation services.
“Preferred language” does not include artificial or constructed languages, including, but not limited to, Klingon, Dothraki, Elvish, or Esperanto.

“Personally identifiable” has the meaning given to that term ~~Identifiable (with reference to information)~~
~~See~~ 34 CFR 300.32.

“Qualified bilingual specialist” means an ~~Bilingual Specialist~~
~~An~~ individual who holds the qualifications described in Section 226.800(f).

“Qualified interpreter” means a school staff member or other personnel who is:

- i) ~~bilingual and demonstrably qualified and competent to interpret;~~
- ii) ~~trained in providing the interpretations requested and sufficiently knowledgeable in both languages and of any specialized terminology needed; and~~
- iii) ~~trained in ethics of interpretation.~~

“Qualified personnel” means staff ~~Personnel~~
~~Staff~~ members or other individuals who hold the certificate, educator or professional license, registration, or credential that is required for the performance of a particular task.

“Qualified specialist” means an ~~Specialist~~
~~An~~ individual who holds the applicable qualifications described in Subpart I.

“Related services” has the meaning given to that term under ~~Services~~
~~See~~ 34 CFR 300.34.

“School Code” or “Code” means 105 ILCS 5.

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“School day” means any day, including a partial day, that children are in attendance at school for instructional purposes.

“School district” means a District: A public school district established under Article 10 or Article 34 of the School Code [105 ILCS 5/Art. 10 or 34] or a charter school established under Article 27A of the School Code [105 ILCS 5/Art. 27A].

“Special education” has the meaning given to that term under Education: See 34 CFR 300.39.

Student Record: See Section 2 of the Illinois School Student Records Act [105 ILCS 10/2] and 23 Ill. Adm. Code 375.10 (Student Records).

“Supplementary aids and services” has the meaning given to that term under Aids and Services: See 34 CFR 300.42.

“Transition services” has the meaning given to that term under Services: See 34 CFR 300.43.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART F: PROCEDURAL SAFEGUARDS

Section 226.530 Parents' Participation

With respect to parents' participation in meetings, school districts shall conform to the requirements of 34 CFR 300.322 and 300.501. For purposes of 34 CFR 300.322(a)(1), "notifying parents of the meeting early enough to ensure that they will have an opportunity to attend" means the district shall provide written notification no later than ten days prior to the proposed date of the meeting. In addition, the district shall take whatever action is necessary to facilitate the parent's understanding of and participation in the proceedings at a meeting, including arranging for and covering the expense of a qualified an interpreter, as described in Section 226.800(1), for parents whose native language is other than English or for an interpreter licensed pursuant to the Interpreter for the Deaf Licensure Act of 2007 [225 ILCS 443] for parents who are deaf.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART I: PERSONNEL

Section 226.800 Personnel Required to be Qualified

a) General

- 1) Each school district, or the special education cooperative of which it is a member, shall employ sufficient professional personnel and personnel not holding Illinois educator licensure to deliver and supervise the full continuum of special education and related services needed by the eligible students who reside in the district or districts served by the cooperative. The number and types of personnel employed shall be based on students' need rather than administrative convenience.
- 2) Each school district or special education cooperative shall periodically submit to the State Board of Education, on forms supplied by the State Board, the roster of the individuals who will be or are providing special education or related services. The State Board may request any additional documentation needed in order to verify that each individual holds the qualifications that are required for his or her assignments.
- 3) Reimbursement for personnel expenditures shall be made by the State Board with respect to only those individuals who are qualified, pursuant to this Subpart I, to *deliver services to students with IEPs* [105 ILCS 5/14-1.10 and 14-13.01] and whose positions are listed either in Section 226.850 or 226.860 of this Part, or pursuant to 23 Ill. Adm. Code 25.48 (Short-Term Emergency Approval in Special Education) when applicable.
- 4) Each school district or special education cooperative shall develop and implement a comprehensive personnel development program for all personnel involved with the education of children with disabilities.

b) Professional Instructional Personnel

Each individual employed in a professional instructional capacity shall:

- 1) hold a valid professional educator license endorsed for special preschool-age 21 and meet the qualifications required for the teaching area pursuant to 23 Ill. Adm. Code 25.43; or
- 2) hold a valid professional educator license endorsed in another teaching area and approval issued by the State Board of Education specific to the area of responsibility (see Section 226.810); or
- 3) be employed pursuant to an authorization for assignment issued to the employing entity under Section 226.820; or

- 4) hold short-term emergency approval issued pursuant to 23 Ill. Adm. Code 25.48.
- c) An individual assigned as a career and technical coordinator shall be required to hold approval for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:
 - 1) has two years' teaching experience;
 - 2) holds a valid professional educator license with either a special preschool-age 21 endorsement or a secondary endorsement; and
 - 3) has completed at least 16 semester hours of college coursework, which shall at least include each of the areas identified in subsections (c)(3)(A) through (D) and may include one or more of the areas identified in subsections (c)(3)(E) through (H):
 - A) Survey of the exceptional child;
 - B) Diagnosis of, and characteristics of the student with, all the disabilities encompassed by the Learning Behavior Specialist I (LBS I) credential;
 - C) Adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential;
 - D) Career and technical programming for students with disabilities;
 - E) Methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential;
 - F) Guidance and counseling;
 - G) Educational and psychological diagnosis;
 - H) Career and technical education.
- d) An individual assigned as a teacher coordinator shall be required to hold approval for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:
 - 1) holds a valid professional educator license with either a special preschool-

- age 21 endorsement for the disability area of assignment issued pursuant to 23 Ill. Adm. Code 25.43 or a secondary endorsement with special education approval in the applicable disability area issued pursuant to Section 226.810;
- 2) has completed a course in career and technical programming for students with disabilities; and
 - 3) has at least one year's work experience outside the field of education or has completed at least one course in either guidance and counseling or career and technical education.
- e) An individual assigned as a business manager's assistant shall hold a valid professional educator license endorsed for chief school business official pursuant to 23 Ill. Adm. Code 25.345.
- f) **Qualified Bilingual Specialists**
Professional staff otherwise qualified pursuant to this Section shall be considered "qualified bilingual specialists" if they submit the required application and meet the applicable requirements set forth in this subsection (f).
- 1) A holder of a valid professional educator license with a special preschool-age 21 endorsement in the area of responsibility issued pursuant to 23 Ill. Adm. Code 25.43 shall successfully complete a language examination in the non-English language of instruction and shall have completed coursework covering:
 - A) Psychological/educational assessment of students with disabilities who have limited English proficiency;
 - B) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition; and
 - C) Methods and materials for teaching students of limited English proficiency or students with disabilities who have limited English proficiency.
 - 2) A holder of a valid professional educator license with an early childhood, elementary, secondary, or special preschool-age 21 endorsement who also holds special education approval in the area of responsibility (see Section 226.810) shall successfully complete a language examination in the non-English language of instruction and shall have completed the coursework

listed in subsections (f)(1)(A), (B), and (C).

- 3) A holder of a valid professional educator license with an early childhood, elementary, secondary, or special kindergarten-grade 12 or preschool-age 21 endorsement who also holds an endorsement to teach bilingual education or English as a second language shall have completed coursework covering:
 - A) Methods for teaching in the special education area of assignment;
 - B) Psychological/educational assessment of students with disabilities who have limited English proficiency, or psychological diagnosis for children with all types of disabilities; and
 - C) Characteristics of students, or characteristics of students with limited English proficiency specifically, in the special education area of assignment.
- 4) A holder of a valid educator license with stipulations endorsed for transitional bilingual educator issued pursuant to 23 Ill. Adm. Code 25.90 and endorsed for the language of assignment shall have completed two years of successful teaching experience and have completed coursework covering:
 - A) Survey of children with all types of disabilities;
 - B) Assessment of the bilingual student, or psychological/educational assessment of the student with disabilities who has limited English proficiency;
 - C) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition;
 - D) Methods for teaching in the special education area of assignment; and
 - E) Characteristics of students, or characteristics of students with limited English proficiency specifically, in the special education area of assignment.
- 5) A holder of a valid professional educator license with a school support personnel endorsement for school counselor, school social worker, school

psychologist, or speech and language pathologist shall successfully complete an examination in the non-English language and shall have completed coursework in assessment of the bilingual student or psychological/educational assessment of the student with disabilities who has limited English proficiency.

- g) **Directors and Assistant Directors of Special Education**
Each school district, or the special education cooperative of which it is a member, shall employ a full-time director of special education, who shall be the chief administrative officer of the special education programs and services of the district or cooperative entity.
 - 1) Each director or assistant director of special education shall hold a valid professional educator license endorsed for director of special education issued pursuant to 23 Ill. Adm. Code 25.365 and a master's degree, including 30 semester hours of coursework distributed among all the areas specified in 23 Ill. Adm. Code 25.365(b). Beginning July 1, 2005, directors and assistant directors of special education shall be subject to the requirements of 23 Ill. Adm. Code 29.140 (Director of Special Education).
 - 2) Each school district or the special education cooperative of which it is a member, shall submit to the State Board of Education a letter identifying the individual employed as the director of special education by his or her full name and Illinois Educator Identification Number. If the individual is qualified as required, the State Board shall confirm that the individual is the State-approved director of special education for the school district or special education cooperative.
- h) **Supervisors**
 - 1) Each school district or special education cooperative shall employ sufficient supervisory personnel to provide consultation to and coordination of special education services.
 - 2) Each individual performing a supervisory function shall hold one of the following:
 - A) a valid professional educator license with a special preschool-age 21 endorsement in the area to be supervised, and a supervisory endorsement issued pursuant to 23 Ill. Adm. Code 25.497, with two years' teaching experience in that area; or
 - B) a valid professional educator license with a school support

personnel endorsement, and a supervisory endorsement issued, with two years' experience in the area to be supervised; or

- C) a valid professional educator license with an administrative endorsement issued under 23 Ill. Adm. Code 25.Subpart E and either a special preschool-age 21 endorsement for the area to be supervised or special education approval in that area.

i) Chief Administrator of Special School

The chief administrator of a special school shall hold a valid professional educator license with a general administrative, principal or director of special education endorsement issued pursuant to 23 Ill. Adm. Code 25.335, 25.337, or 25.365 and either:

- 1) an endorsement or approval that is specific to at least one of the disabilities prevalent in the students served by the school, if the school serves students who are deaf or hard of hearing, blind or visually impaired, or speech- and language-impaired; or
- 2) an endorsement as Learning Behavior Specialist I that either is unlimited or specific to one of the disabilities prevalent in the students served by the school (see 23 Ill. Adm. Code 25.46); or
- 3) approval as an LBS I issued by the State Board of Education pursuant to Section 226.810 and 23 Ill. Adm. Code 25.47 (Special Provisions for the Learning Behavior Specialist I Approval) that either is unlimited or specific to one of the disabilities prevalent in the students served by the school.

j) Other Professional Personnel

Each individual employed in a professional capacity not specified in subsections (a) through (i) shall, as appropriate to his or her assignment, hold:

- 1) a valid professional educator license endorsed for school support personnel appropriate to the area of responsibility (see 23 Ill. Adm. Code 25, Subpart D); or
- 2) a valid professional license or permission to practice, if the individual's profession is governed by such a requirement and either no educational credential in the same or a related field is issued by the State Board of Education (e.g., for a physical therapist) or the School Code permits the individual to perform the functions assigned; or

- 3) a credential, regardless of title, issued by a professional association or organization in the relevant field, when no educational credential in the same or a related field is issued by the State Board of Education and no license or permission to practice is required by the State (e.g., for a music therapist or a daily living skills specialist). Evidence of the individual's credential shall be kept on file by the school district or special education cooperative and presented to the State Board of Education upon request.

k) Personnel Not Holding Educator Licensure

- 1) Each professional individual not holding educator licensure issued under Article 21B of the School Code [105 ILCS 5/Art. 21B] employed in a special education class, program, or service, and each individual providing assistance at a work site, shall function under the general direction of a professional staff member.
- 2) Each program assistant or aide, whether providing instructional or noninstructional services, as well as each nonemployee providing any service in the context of special education, shall function under the direct supervision of a professional staff member.
 - A) Nothing in this subsection (k) authorizes individual student aides or others who do not hold an appropriate professional license to perform any nursing activity, as nursing activity may be defined in the Nurse Practice Act [225 ILCS 65] and rules governing that Act (68 Ill. Adm. Code 1300), including any procedures and duties requiring a medical order (e.g., tube feedings, catheterizations, administration of medications, tracheal suctioning, tube insertions, blood draws, dressing changes), except as may be otherwise authorized under State law.
 - B) The provisions of this subsection (k) do not apply to paraprofessional educators licensed under Section 21B-20 of the School Code [105 ILCS 5/21B-20] nor to educational interpreters approved pursuant to 23 Ill. Adm. Code 25.550 (Approval of Educational Interpreters).
- 3) Each school district shall provide training experiences appropriate to the nature of their responsibilities to the individuals discussed in subsections (k)(1) and (2). Training shall be in lieu of the requirements for personnel not holding educator licensure set forth in 23 Ill. Adm. Code 1, Subpart F.

l) Qualified Interpreters

- 1) A qualified interpreter must:
 - A) Meet all employment eligibility requirements of the school district.
 - B) Demonstrate proficiency in English and the target language by passing State-approved language proficiency tests. A State-approved language proficiency test may include the following domains: listening, speaking, and reading (if the language exists in written form). An individual is exempt from the testing requirements under this paragraph if he or she meets any of the following:
 - i) For an English language proficiency test exemption, the individual possesses a post-secondary degree in which the official language of instruction, as documented, is English.
 - ii) For a target language proficiency test exemption, the individual:
 - possesses a post-secondary degree in which the official language of instruction, as documented, is the target language;
 - possesses the State Seal of Biliteracy with a minimum score of Advanced Low in the target language;
 - receives a score of 4 or higher on the AP language test in the target language;
 - currently possesses or used to possess an educator license with stipulations endorsed for transitional bilingual educator or a professional educator license endorsed in LBSII/Bilingual Special Education Specialist; or
 - currently possesses an Administrative Office of the Illinois Courts Court Interpreter Certification, a Certified Medical Interpreter Certification, or an Advanced Proficiency Level Interpreter License under 68 Ill. Adm. Code 1515, and the individual has completed additional coursework on special

education terminology, as referenced in subparagraph (C).

In an instance of a target language for which an exam does not yet exist, a reliable alternative assessment or documentation of proficiency in that language shall be established by the State Board if it is not be feasible for the State Board to otherwise offer a test in that language within a reasonable amount of time.

- C) Complete at least three hours of training on special education terminology and protocol.
 - D) Complete at least nine hours of training on interpreting in and out of English, interpretation standards of practice, ethics, and confidentiality, the role of the interpreter and role boundaries, respect, impartiality, professionalism, cultural awareness, and advocacy for communication and cultural needs. This training must include videos demonstrating proper and improper interpretation techniques.
 - E) After completing the required training, successfully complete with a score of 80% or higher a written examination to demonstrate knowledge of special education terminology and protocol, interpretation standards and techniques, and interpretation ethics, and successfully complete an oral examination with a score of 70% or higher to demonstrate proficiency to interpret in and out of English, through consecutive or simultaneous interpreting, and sight translation.
- 2) To maintain the designation of “Qualified Interpreter”, an individual must, at least once every two years, participate in at least six hours of ongoing professional development related to interpretation in the following categories:
- A) Confidentiality.
 - B) Accuracy.
 - C) Impartiality.
 - D) Interpreter ethics and professionalism.
 - E) Cultural awareness.

- F) Special Education processes.
- G) Special Education vocabulary.
- H) Language acquisition.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)

Expected Outcome: Approval to submit Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) proposed rules to JCAR for second notice

Materials: Appendix A: Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) Proposed Rules

Staff Contact(s): Jason Helfer, Deputy Officer, Instructional Education
Emily Fox, Director, Educator Effectiveness
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Educator Effectiveness Department requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

Section 24-16.5 of the School Code 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, as authorized under Article 24A of the School Code. Section 24-16.5(f) further provides that a school board, within 45 days after receipt of a hearing officer's findings of fact and recommendation, shall decide, through adoption of a written order, whether the teacher must be dismissed from its employ or retained and requires that only board members who have completed training mandated by the Performance Evaluation Reform Act (PERA) may participate in the vote with respect to the decision.

Part 51 provides for the application and approval requirements for providers of PERA training. Currently, the rules require an entity to submit an application with the State Board of Education any time between March 1 and May 1 of each even-numbered year, which application shall be valid for two calendar years. The proposed rules allow for a continuous application submission to ensure sufficient approval of providers in the field.

At its February 2020 meeting, the Board approved of publishing these rules in the *Illinois Register* to elicit public comment. The public comment period ended on May 4, 2020; the agency did not receive any public comments.

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

Policy Implications: Please see "Background Information/History" on previous page.

Budget Implications: None.

Legislative Action: None.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with this rulemaking will cause the agency's rules to conflict with the provisions of the IAPA, which requires that standards and policies of state agencies be set forth in administrative rules.

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code) to JCAR for second notice.

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.

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to the Joint Committee on Administrative Rules for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: June 17, 2020

ILLINOIS REGISTER

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 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

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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].

SOURCE: Rules Prescribed by the State Board of Education Governing the Procedure for the Dismissal of Tenured Teachers in Illinois, adopted February 19, 1976; codified at 8 Ill. Reg. 13739; emergency amendment at 9 Ill. Reg. 13116, effective August 9, 1985, for a maximum of 150 days; amended at 10 Ill. Reg. 5807, effective April 2, 1986; emergency amendment at 10 Ill. Reg. 19572, effective October 30, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 5950, effective March 23, 1987; amended at 29 Ill. Reg. 10108, effective June 30, 2005; amended at 32 Ill. Reg. 4824, effective March 21, 2008; amended at 36 Ill. Reg. 12829, effective July 25, 2012; amended at 38 Ill. Reg. 21906, effective November 3, 2014; amended at 44 Ill. Reg. _____, effective _____.

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).

"School Code" or "Code" means 105 ILCS 5.

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"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 44 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;

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- 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 full fiscal calendar years and expires on July 1 immediately following the second full fiscal year after the approval was

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issued (~~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; and
 - 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. ~~If in the event~~ If an evaluation indicates that the requirements have not been met, the State Board of Education may withdraw approval of the provider.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 75 (Agricultural Education Program)

Expected Outcome: Approval to submit Part 75 (Agricultural Education Program) proposed rules to JCAR for second notice

Materials: Appendix A: Part 75 (Agricultural Education Program) Proposed Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Marci Johnson, Director, CTE and Innovation
Erica Thieman, Principal Consultant, CTE and Innovation
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

This Part is being modified to align with the enactment of Public Act 101-0554, effective Aug. 23, 2019. PA 101-0554 requires the State Board of Education, in consultation with the Illinois Board of Higher Education, to develop an Agricultural Education Pre-Service Teacher Internship Program, which would begin at the secondary education level and be designed for pre-service teaching students. The internship program aims to increase the content knowledge of future agriculture teachers in a field that requires a broad breadth of knowledge. The internship experience would allow pre-service teachers to engage in real-world, practical application of concepts and theory through pre-service university coursework. The funds allocated for the program would be provided to an individual or entity awarded the grant through a competitive Request for Proposals (RFP) process to be the grant program coordinator.

ISBE presented an earlier version of the proposed rules to the Illinois Committee for Agricultural Education at its Jan. 17, 2020, meeting for feedback. The committee's suggestions and input are incorporated in these proposed rules and will be reflected in the RFP process. Per the statutory requirement, these rules were shared with the Illinois Board of Higher Education.

At its March 2020 meeting, the Board approved of publishing the proposed rules in the *Illinois Register* to elicit public comment; the rules were published on April 3, 2020. The agency did not receive any public comments.

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

Policy Implications: Please see "**Background Information/History**" above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with this rulemaking will cause the agency's rules to conflict with the provisions of the IAPA, which requires that standards and policies of state agencies be set forth in administrative rules.

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 75 (Agricultural Education Program) to JCAR for second notice.

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 JCAR.

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to JCAR for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: June 17, 2020

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER 1: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 75

AGRICULTURAL EDUCATION PROGRAM

SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER
EDUCATION

Section

- 75.10 Purpose and Applicability
- 75.20 Eligible Applicants
- 75.30 Application Procedure
- 75.40 Program Specifications; Allowable Expenditures
- 75.50 Criteria for the Review of Proposals; Allocation of Funds

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section

- 75.200 Purpose and Applicability
- 75.210 Eligible Applicants
- 75.220 Program Goals and Minimum Standards
- 75.230 Quality Indicators
- 75.240 Determination of Individual Grant Allocations
- 75.250 Application Procedure
- 75.260 Terms of the Grant

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL
TEACHER PREPARATION PROGRAMS

Section

- 75.300 Purpose and Eligible Applicants
- 75.310 Program Goals and Minimum Standards
- 75.320 Quality Indicators
- 75.330 Determination of Individual Grant Allocations
- 75.340 Application Procedure
- 75.350 Terms of the Grant

SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

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Section

75.400	Purpose and Objectives
75.410	Eligible Applicants
75.420	Application Procedure for Initial Proposals
75.430	Criteria for the Review of Initial Proposals; Allocation of Funds
75.435	Application Content and Approval for Continuation Programs
75.440	Terms of the Grant

SUBPART E: AGRICULTURAL EDUCATION TEACHER
THREE CIRCLE GRANT PROGRAM (FFA and SAE)

Section

75.500	Definitions
75.510	Purpose and Objectives
75.520	Eligible Applicants
75.530	Application Procedure
75.540	Allocation of Funds
75.550	System for Reporting Hours
75.560	Terms of the Grant

SUBPART F: AGRICULTURAL EDUCATION
PRE-SERVICE TEACHER INTERNSHIP PROGRAM

Section

<u>75.600</u>	<u>Definitions</u>
<u>75.610</u>	<u>Purpose and Applicability</u>
<u>75.620</u>	<u>Eligible Applicants</u>
<u>75.630</u>	<u>Implementation Grants—Procedures and Content of Proposals</u>
<u>75.640</u>	<u>Criteria for Review and Approval of Implementation Proposals</u>
<u>75.650</u>	<u>Application Content and Approval Criteria for Continuation Programs</u>
<u>75.660</u>	<u>Terms of the Grant</u>

AUTHORITY: Implementing Sections 2-3.80, 2-3.80a and 2-30b of the School Code and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.80, 2-3.80a, 2-30b and 2-3.6].

SOURCE: Adopted at 32 Ill. Reg. 19170, effective November 26, 2008; amended at 35 Ill. Reg. 16839, effective September 29, 2011; amended at 36 Ill. Reg. 18903, effective December 17, 2012; amended at 37 Ill. Reg. 15932, effective September 27, 2013; amended at 41 Ill. Reg. 14099, effective November 3, 2017; amended at 44 Ill. Reg. _____, effective _____.

SUBPART F: AGRICULTURAL EDUCATION

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PRE-SERVICE TEACHER INTERNSHIP PROGRAM

Section 75.600 Definitions

“Illinois agricultural company” means any company in this State that has an interest in the agricultural industry, as determined by the pre-service teaching student’s public university.

“Pre-service teaching student” means a student who (i) is a declared agricultural education major accepted into an approved agricultural teacher education program at a public university in this State, (ii) has completed at least 30 credit hours, and (iii) has maintained, at a minimum, a 2.5 cumulative grade point average on a 4.0 scale or its equivalent.

“School Code” or “Code” means 105 ILCS 5.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.610 Purpose and Applicability

The goal of the Agricultural Education Pre-Service Teacher Internship Program is to address the shortages experienced by middle school and secondary agricultural education programs in this State by contributing to a highly qualified and effective agricultural education candidate pool that is sufficient in size to meet the workforce need.

- a) This Subpart establishes the procedures and criteria for the approval of proposals submitted to the State Board of Education by eligible applicants for grants to establish programs to assist pre-service teaching students in acquiring paid experience in the agricultural industry. The Agricultural Education Pre-Service Teacher Internship Program must:
 - 1) offer, at a minimum, an 8-week experience or 300 hours of experience to prepare the pre-service teaching student for in-classroom experiences, including, but not limited to, experiences aligned to the pathways found within the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources;
 - 2) include both in-classroom lectures and hands-on, applied learning;
 - 3) be articulated with coursework at each of the agricultural teacher preparation institutions offering teacher licensure in agricultural in this State; and

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- 4) make a commitment to equity to pre-service teaching students across all agriculture teacher preparation institutions in this State.
- b) The provisions of this Subpart do not apply to a school district or postsecondary institution that receives funding for agricultural education programs under Section 1D-1 of the School Code or to any entity that receives a grant from that school district for agricultural education programs funded under Section 1D-1 of the Code.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.620 Eligible Applicants

- a) An eligible applicant for the Agricultural Education Pre-Service Teacher Internship Program Grant shall be a partnership consisting of:
 - 1) one or more educational entities serving elementary and secondary schools, including, but not limited to, school districts, private schools, or Regional Offices of Education or one or more community-based organizations that provide agricultural education programs or related services, such as technical assistance or professional development, to agricultural education programs and practitioners; and
 - 2) one or more postsecondary institutions that offer postsecondary credit-bearing internship programs.
- b) The partnership established under subsection (a) must designate one entity to serve as the administrative agent for the grant.
- c) Preference for funding must be provided to eligible applicants whose programs:
 - 1) recruit pre-service teachers in agricultural education from all institutions of higher education offering accredited programs with teacher licensure in agricultural education;
 - 2) are articulated to offer course credit for the internship experience at both the:

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- A) undergraduate level at each institution of higher education offering accredited programs with teacher licensure in agricultural education; and
 - B) graduate level at each institution of higher education offering accredited programs with teacher licensure in agricultural education at the post-baccalaureate level; and
- 3) target Illinois agricultural companies, as defined in Section 75.600, who will provide the pre-service teacher intern with both breadth and depth of high-quality experiences in one or more agricultural industries. Priority will be given to programs that additionally focus efforts in recruiting Illinois agricultural companies that:
 - A) are not currently or have not been engaged in formal internship programs with postsecondary institutions in the previous fiscal year;
 - B) are located in Illinois communities that have hired at least one provisionally licensed agricultural education teacher within the previous three years; or
 - C) are located in Illinois communities that have experienced annual teacher turnover for at least the two previous consecutive years.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.630 Implementation Grants – Procedures and Content of Proposals

Implementation grants shall be offered in years when the level of available funding is such that one or more new partnerships may be funded or, for partnerships already funded, a new group of individuals may be supported in addition to the group of candidates already enrolled.

- a) When sufficient funding is available, the State Superintendent of Education shall issue a Request for Proposals (RFP) specifying the information that an applicant must include in its implementation proposal, informing an applicant of any bidders' conferences, and requiring that proposals be submitted no later than the date specified in the RFP. The RFP must provide at least 45 calendar days in which to submit proposals.

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- b) Each proposal submitted in response to an RFP must include all of the following components:
- 1) Descriptive information about each entity involved in the partnership, including the roles and responsibilities of each partner.
 - A) The postsecondary institution must indicate specific information about the institution's success in facilitating internship programming that is credit-bearing for postsecondary students, particularly in areas serving each of the career pathways aligned to the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources.
 - B) The community-based organization or nonpublic educational entity must include its mission statement, organizational structure, and goals or policies regarding internships, adult learning, or agricultural education programs and services, including the applicant's existing competencies to provide agricultural internship programs, if applicable, and a list of any education-related accreditations that have been achieved.
 - 2) The goals and objectives of the partnership in ensuring a program that is successful and sustainable.
 - 3) A description of the need for the program, which must include all of the following:
 - A) Information about the deficiencies and needs of current pre-service agricultural education teachers with respect to experiences, skills, and knowledge of each of the career pathways aligned to the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources.
 - B) Information about the agricultural industry careers that are identified as in-demand or upcoming for Illinois.
 - 4) A description of the program to be implemented, which must include all of the following information:

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- A) The partnership's plans for recruiting and providing support to individuals enrolled in the program, including working with internship employers to ensure that the individuals are able to fully participate in the program.
- B) Strategies that will be employed to ensure that individuals enrolled in the program are adequately prepared to successfully progress through the program. These strategies must include, but are not limited to, assistance to ensure each intern understands and is able to conform with the employment conditions and expectations set forth by the employer and facilitate any reasonable accommodations needed to ensure intern success.
- C) Coursework and experiences needed to complete the program, which must include the length of the program and sample schedules.
- D) Identification of potential sites where agricultural internships will occur.
- E) Expectations for candidates' performance levels needed to continue their participation in the program.
- F) Considerations for the methods of program-related payments to be made, including to employers and interns, taxes, and insurance.
- 5) A plan for evaluating the impact of the proposed program and activities, which shall correspond to the applicable specifications set forth in the RFP.
- 6) Budget information that corresponds to the categories of allowable expenditures identified in the RFP, completed on the forms provided and detailing each line item of expenditure. The budget information shall cover the entire period of time during which the proposed group of candidates is expected to participate in the internship program.
 - A) Applicants must demonstrate that grant funds will supplement and not supplant amounts typically devoted by the institution of higher education to, and other resources available for, assisting teacher candidates.

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B) If necessary due to the budget exceeding grant funds available, applicants must describe the steps that will be taken, if any, to secure additional financial support for the partnership and its program over a period of time.

7) Any certifications and assurances as the State Superintendent of Education may require.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.640 Criteria for Review and Approval of Implementation Proposals

a) Proposals for implementation grants must be evaluated in accordance with the following criteria.

1) Quality of Proposed Program

A) The proposal demonstrates that:

- i) coursework and experiences required for internship completion will be scheduled and located so that it is accessible to all candidates;
- ii) supportive services that have been identified as necessary, including assistance for housing and child care, will be offered to enable all candidates to complete the internship program;
- iii) a cohort model will be established with whole-group orientation, individual or small team work-based learning, and debriefing experiences; and
- iv) employer education and support will be provided in administering an internship and providing for interns.

B) The proposal establishes a timetable and strategies for the administration and implementation of the program to include, but not be limited to, all of the following:

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- i) Recruitment of interns.
- ii) Recruitment of employers to offer internships.
- iii) Coordination of articulation agreements with four-year institutions offering course credit for the internship.
- iv) Internship induction programming.
- v) Capstone presentations and program conclusion.
- C) The proposal establishes a timetable or performance level for candidates as a condition for their continued receipt of assistance during the internship program.
- D) The proposal includes plans for assisting interns in tapping sources of financial aid beyond those made available under this Subpart and by the members of the partnership.
- E) The plan of work for the program includes effective strategies for overcoming known barriers faced by the interns.
- F) The evaluation plan is designed to yield information that can be used both in judging the program's qualitative and quantitative impact and in identifying changes or new approaches that will improve the program's outcomes.
- 2) Program Need
 - A) Identification of deficiencies and needs of current pre-service agricultural education teachers with respect to experiences, skills, and knowledge of each of the career pathways aligned to the Association of Career and Technical Education cluster for Agriculture, Food, and Natural Resources.
 - B) Identification of the agricultural industry careers that are identified as in-demand or upcoming for Illinois.

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- C) Criteria and indicators for identifying individuals to be enrolled in the program are clearly established and likely to target those individuals who have the greatest need for development of competency in one or more areas of the agricultural industry.
- D) The recruitment strategies that are proposed are likely to be effective in enrolling the individuals in the program, particularly individuals who reflect the diversity of the students participating in accredited programs for agricultural education teacher licensure at postsecondary institutions in Illinois.

3) Experience and Qualifications

- A) The proposal demonstrates that the postsecondary institution has the capacity, including faculty and other resources, to serve the group of individuals to be enrolled in its agricultural education internship program.
- B) The proposed roles and responsibilities of each entity that is a member of the partnership are appropriate, given the entity's qualifications, experience with adult learning and agricultural education initiatives and services, and the resources that each will devote to the program.
- C) The proposal demonstrates that the community organization or educational entity is familiar with the needs of postsecondary internship programs, specifically the needs of agricultural internship programs, and has the capacity to recruit individuals for the program and support those individuals as they progress through the program.

4) Cost Effectiveness

- A) The program is cost effective, as evidenced by the cost of proposed services in relation to the individuals to be enrolled and the services to be provided.
- B) The proposal describes commitments on the part of all the partnership's members that will enable the partnership to obtain

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additional funding for the program if budgetary requirements exceed grant funded amounts.

- b) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education, in a particular RFP.
- c) The State Superintendent of Education shall determine the amount of individual grant awards. The final award amounts shall be based upon the following:
 - 1) the total amount of funds available for the Agricultural Education Pre-Service Teacher Internship Program; and
 - 2) the resources requested in the top-ranked proposals, as identified under subsections (a) and (b).

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 75.650 Application Content and Approval Criteria for Continuation Programs

- a) A partnership that has received implementation funding for a given fiscal year is subject to the requirements of this Section with respect to continued funding for subsequent years.
 - 1) The partnership must submit an application for continued funding for subsequent cohorts, using a format specified by the State Superintendent of Education.
 - 2) Each application must contain a mid-year report on the current status of the program that includes, but is not limited to, the following:
 - A) documentation of the activities and support provided to date;
 - B) a description of tentative enrollment for the upcoming internship program;
 - C) progress on credit articulation agreements;
 - D) progress on gaining employer commitments to participate in the program;

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- E) follow-up data collected on previous cohort participants; and
- F) progress on completion of needs assessment for subsequent years.
- 3) Each application must provide an updated narrative description of the objectives, activities, timelines, and evaluation procedures for the renewal year, relating the proposed plan of work to the results that have been achieved to date.
- 4) Each application must include updated budget information for the renewal year, including a detailed budget breakdown, that describes any needed variances from the budget proposed in the initial year of funding.
- 5) Each application must include any certifications or assurances as the State Superintendent of Education may require.
- b) The State Superintendent of Education shall, contingent upon appropriation of funds for this initiative, provide continuation funding to a partnership that demonstrates all of the following:
 - 1) Success in providing the supports necessary for satisfactory program completion by interns in the program.
 - 2) That a majority of the candidates in the cohorts have completed coursework or other requirements for educator licensure during at least one semester of the following year or have progressed toward educator licensure or are subsequently employed as an agricultural educator.

(Source: Added at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 255 (Registered Apprenticeship Program)

Expected Outcome: Approval to submit Part 255 (Registered Apprenticeship Program) proposed rules to JCAR for second notice

Materials: Appendix A: 255 (Registered Apprenticeship Program) Proposed Rules
Appendix B: Summary and Analysis of Public Comment

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Jennifer Kirmes, Executive Director, Teaching and Learning
Marci Johnson, Director, CTE and Innovation
Erica Thieman, Principal Consultant, CTE and Innovation
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

Part 255 (Registered Apprenticeship Program) is being created to align with the enactment of Public Act 100-0992, effective Aug. 20, 2018. PA 100-0992 requires the State Board of Education to adopt rules to allow students of any high school in this State who are 16 years of age or older to participate in registered apprenticeship programs. The Public Act requires the rules to include a waiver of all non-academic requirements mandated for graduation from a high school under the School Code that would otherwise prohibit or prevent a student from participating in the program.

The Board approved of publishing the rules in the *Illinois Register* to elicit public comment at its February 2020 meeting; the public comment period ended on May 4, 2020. The agency received two letters of public comment, a summary and analysis of which are attached. (See Appendix B.)

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

Policy Implications: Please see “**Background Information/History**” above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with this rulemaking will cause the agency’s rules to conflict with the provisions of the IAPA, which requires that a standards and policies of state agencies be set forth in administrative rules.

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 255 (Registered Apprenticeship Program) to JCAR for second notice.

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 JCAR.

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to JCAR for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: June 17, 2020

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NOTICE OF ADOPTED RULE

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER g: SPECIAL COURSES OF STUDY

PART 255

REGISTERED APPRENTICESHIP PROGRAM

Section

255.100 Definitions

255.200 Registered Apprenticeship Program

AUTHORITY: Implementing Section 2-3.175 of the School Code [105 ILCS 5/2-3.175].

SOURCE: Adopted at 44 Ill. Reg. _____, effective _____.

Section 255.100 Definitions

"Registered apprenticeship program" means an industry-based occupational training program of study with standards reviewed and approved by the United States Department of Labor that meets each of the following characteristics:

- 1) Apprentices in the program are at all times employed by a company participating in the program.
- 2) The program features a structured combination of on-the-job learning supported by related technical classroom instruction, delivered either by a high school or a public community college.
- 3) Apprentices in the program are paid a training wage of not less than the State minimum wage, which escalates throughout the life of the apprenticeship, and employment is continued with the company following conclusion of the apprenticeship for a period of not less than 2 years.
- 4) Apprentices in the program earn an industry-related occupational skills certificate and a high school diploma.
- 5) Apprentices in the program may earn postsecondary credit toward a certificate or degree, as applicable.

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"Registered apprenticeship program" does not include an apprenticeship program related to construction, as defined under the Employee Classification Act.

"School Code" or "Code" means 105 ILCS 5.

"State Board" means the State Board of Education.

Section 255.200 Registered Apprenticeship Program

- a) Each school district that maintains any of grades 9 through 12 may adopt a policy to allow a student of any high school who is 16 years of age or older to participate in a registered apprenticeship program.
- b) A school district that chooses to adopt a policy under this Section must include all of the following in that policy:
 - 1) Allowing a student enrolled in a registered apprenticeship program to satisfy one or more high school course or academic graduation requirements by successfully completing the program.
 - 2) A definition of a registered apprenticeship program that meets the criteria outlined in Section 255.100.
 - 3) Opportunities for students enrolled in a registered apprenticeship program to earn postsecondary credit toward a certificate or degree, as applicable.
 - 4) Language confirming that successful completion of a registered apprenticeship program may be substituted for a required course or academic graduation requirement under any policy adopted by a school board under this Section unless the student's parent or guardian approves the substitution in writing on a form that the school district makes available on its website.
 - 5) *A waiver of all non-academic requirements mandated for graduation from high school under the School Code that would otherwise prohibit or prevent a student from participating in the registered apprenticeship program (Section 2-3.175 of the Code).*

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- c) A school district that chooses to adopt a policy under this Section must do all of the following:
 - 1) Post the policy on its website visible for students, parents, and members of the business and industry community to locate.
 - 2) Notify students and parents of the opportunities for registered apprenticeships. At a minimum, a school district must provide this notification through the school district's website and the school handbook. This notification must include all of the following:
 - A) a statement that a student may participate in the school district's registered apprenticeship program; and
 - B) a statement that a student may find a registered apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the school district.
- d) A school district must identify and submit to the State Board through the Student Information System under Section 1.75 data on those students who are participating in a registered apprenticeship program.
- e) A school district must identify and attempt to eliminate any barriers to student participation in a registered apprenticeship.
- f) If a school district awards endorsements under the Postsecondary and Workforce Readiness Act, the registered apprenticeship program must be included in the Career Pathway Endorsement.

APPENDIX B SUMMARY AND ANALYSIS OF PUBLIC COMMENT

The agency received two letters of public comment. A summary and analysis of the comments are below.

Comment:

Comments from the Illinois Council of School Attorneys, submitted by Maryam T. Brotine, Teri E. Engler, and Kimberly A. Small, and the Illinois Association of School Boards, submitted by Thomas E. Bertrand, note that Section 255.250(b)(1)-(4) and (c) should be not be mandated by the agency because they exceed the agency's statutory authority under Public Act 100-992 and those matters should be left to local school boards. Also, the commenters note that subsections (b)(1)(B) and (b)(4) seem to be more aligned to "a vocational or technical education course substitution – not a registered apprenticeship program." The commenters recommend removing all of the language in subsection (b), except for subsection (b)(5), and deleting subsection (c) in its entirety.

Analysis:

The agency agrees that some clarity is needed to distinguish these registered apprenticeship programs from career and technical education courses, but believes that certain mandates in a school district's policy are necessary for the successful execution of these programs, if a school district chooses to offer them. The agency's authority for this rulemaking derives from the Public Act and Section 2-3.6 of the School Code. With regard to subsection (c), the agency believes that these provisions are necessary in the rulemaking because they ensure that students and parents are made aware of the opportunity to participate in these programs and ensure that they can be accessed equitably.

Recommendations:

- Section 225.200(b)(1)(B) will be deleted.
- Section 225.200(b)(4) will read as: "Language confirming that successful completion of a registered apprenticeship program may be substituted for a required course or academic graduation requirement under any policy adopted by a school board under this Section unless the student's parent or guardian approves the substitution in writing on a form that the school district makes available on its website."
- Section 225.200(c)(2)(B) will read as: "a statement that a student may find a registered apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the school district."
- "Apprenticeship program" will be changed to "registered apprenticeship program" each time it appears in the rules.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Expected Outcome: Approval to submit Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) proposed rules to JCAR for second notice

Materials: Appendix A: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) Proposed Rules
Appendix B: Summary and Analysis of Public Comments

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jennifer Saba, Executive Director, Regional Services
Cristina Dimmit-Salinas, Director, ROE/ISC
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

The ROE/ISC Department requests the Board to authorize the State Superintendent to submit the proposed rulemaking to the Joint Committee on Administrative Rules (JCAR) for second notice.

Background Information/History

This Part is being modified to address several issues that have developed over time during the implementation of the registration and recognition program and to align with the enactment of Public Act 101-0017.

Current Status: At its December 2019 meeting, the Board approved of filing these rules in the *Illinois Register* to elicit public comment. The rules were published on March 13, 2020; the public comment period ended on April 27, 2020. The agency received one public comment letter, a summary of analysis of which is attached. (See Appendix B.) No changes were made in response to that public comment letter, so the draft rules remain unchanged from the version the Board approved in December 2019. (See Appendix A.)

Relevant Data: The rules governing the registration and recognition of nonpublic schools (Part 425) were adopted on Dec. 7, 2009; since then, only five specific amendments have been made to the Part. The ROE/ISC Department believes that a general overhaul of the rules is necessary to bring them into alignment with agency practice that has evolved over the past 10 years and to address any issues that have arisen.

Additionally, PA 101-0017, effective June 14, 2019, removed ISBE's duty to publish a list of textbooks authorized to be purchased under the Textbook Block Grant Program. Section 425.90 needs to be amended to reflect this statutory change.

Financial Background

N/A

Business Enterprise Program

N/A

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices as required under the Illinois Administrative Procedure Act.

Cons: Not proceeding with the rulemaking will cause the agency's rules to conflict with the School Code in light of changes made in PA 101-0017.

Board Member(s) Who Will Abstain: Unknown.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to submit the proposed rulemaking for Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) to JCAR for second notice.

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.

Next Steps

Upon Board authorization, agency staff will submit the proposed rulemaking to the Joint Committee on Administrative Rules for a second notice hearing and, upon issuance of a Certification of No Objection, will submit the proposed rulemaking to the Administrative Code Division for publication in the *Illinois Register*.

Date of Board Action: June 17, 2020

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NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 1: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425

VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section

425.5	Definitions
425.10	Purpose and Applicability
425.20	Requirements for Registration
425.30	Requirements for Recognition
425.40	Process for Initial Recognition
425.50	Renewal of Recognition
425.60	Changes in Recognition Status
425.70	Appeals
425.75	Other Recognition Considerations
425.80	Block Grant Funds
425.90	Textbook Block Grant Program
425.100	Necessary Costs and Fees

AUTHORITY: Implementing Sections 2-3.25o, 3.51.5, 2-3.155 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5] and Section 5 of the Invest in Kids Act [30 ILCS 40].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012; amended at 37 Ill. Reg. 9492, effective June 19, 2013; amended at 39 Ill. Reg. 2219, effective January 22, 2015; amended at 40 Ill. Reg. 5027, effective March 2, 2016; amended at 42 Ill. Reg. 5912, effective March 15, 2018; amended at 44 Ill. Reg. _____, effective _____.

Section 425.5 Definitions

"Design Professional" means an architect licensed to practice in Illinois under the Illinois Architecture Practice Act of 1989 [225 ILCS 305], an engineer licensed to practice in Illinois under the Professional Engineering Practice Act of 1989 [225 ILCS 325], or an engineer licensed to practice in Illinois under the Structural Engineering Practice Act of 1989 [225 ILCS 340]. A design professional must be knowledgeable about the local building codes applicable to the school.

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"School Code" or "Code" means 105 ILCS 5.

"State Board" means the State Board of Education.

"State Superintendent" means the State Superintendent of Education.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 425.10 Purpose and Applicability

Section 2-3.25o of the School Code requires the State Board to provide for the voluntary registration and recognition of nonpublic elementary and secondary schools, as defined in that Section. Further, Sections 2-3.51.5 and 2-3.155 of the Code make State-recognized, nonpublic schools eligible to receive funds under certain block grant programs.

- a) The purpose of this Part is to set forth:
 - 1) the requirements and procedures for nonpublic schools' voluntary registration;
 - 2) the requirements and procedures for nonpublic schools' voluntary recognition;
 - 3) the requirements and procedures for nonpublic schools' receipt of funding under Section 2-3.51.5 of the Code; and
 - 4) the requirements for monitoring nonpublic schools' use of funding under Section 2-3.155 of the Code.
- b) This Part does not apply to special education facilities under Section 14-7.02 of the School (see 23 Ill. Adm. Code 401).
- c) Nothing in this Part may be construed as relieving a nonpublic school from the duty to comply with any other applicable State or federal law or regulatory requirement.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.20 Requirements for Registration

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- a) The State Superintendent of Education will make available an application 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 must occur by means of an application process specified by the State Superintendent. Each registration application must be received by the State Board no later than June 25 for the school to be registered by June 30.
 - 1) Descriptive information that must be submitted by the school shall include, but is not limited to, the following:
 - A) the name of the school, its location and telephone number, its affiliation, and the name of the chief administrator;
 - B) demographic and other data on the enrolled students, including a student's 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 to the State Superintendent that the school can document one of the following:
 - A) the school offers:
 - i) an academic term of at least 176 days of pupil attendance annually that meets the current statutory requirements regarding minimum hours of instruction per day (see Section 10-19.05 of the Code);
 - ii) at least 880 per-pupil clock hours of instruction annually; or
 - iii) an academic term that satisfies any other minimum instructional requirement established in statute that is applicable to public schools, including possible incorporation of exceptions provided for public schools;
 - B) it *provides instruction in English*, except as otherwise permitted pursuant to Section 27-2 of the Code, *in the branches of education*

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taught to children of corresponding age and grade in the public schools [105 ILCS 5/26-1], including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health [105 ILCS 5/27-1];

- C) it requires the students who are enrolled to attend daily during the school's entire regular school term;
- D) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements;
- E) it requires evidence that, and furnishes to the State Superintendent, the required reports regarding the extent to which students have complied with the requirements of Section 27-8.1 of the Code and the rules of the Department of Public Health at 77 Ill. Adm. Code 665 with respect to health examinations, immunizations, eye examinations, and dental examinations; and cooperates in the implementation of the Child Vision and Hearing Test Act [410 ILCS 205] and the rules of the Department of Public Health at 77 Ill. Adm. Code 675 and 685 regarding hearing and vision screenings, respectively;
- F) it complies with the applicable requirements of Section 22-30 of the Code, to the extent that the school allows the self-administration and self-carry of asthma medication, diabetes medication, and/or epinephrine auto-injectors, Section 22-33 of the Code, the Care of Students with Diabetes Act, 23 Ill. Adm. Code 1.540 (Undesignated Epinephrine Auto-injectors; Opioid Antagonists), to the extent that the school allows the administration of undesignated epinephrine auto-injectors or opioid antagonists, and any other law or rule pertaining to the administration or self-administration of prescription or non-prescription medications;
- G) it can document that each student participating in interscholastic athletics has had an annual physical examination (23 Ill. Adm. Code 1.530) and that it complies with the concussion policy and other requirements under Section 22-80 of the Code and Section 1.20 of the Interscholastic Athletic Organization Act;

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- H) it 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 Individuals with Disabilities Education Improvement Act of 2004 (20 USC 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 USC 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 USC 2000d et seq., 2000e et seq.), the Americans With Disabilities Act of 1990 (42 USC 12101 et seq.), the School Code, and relevant case law; and
 - I) it complies with applicable State and federal laws, relevant case law, and State and federal rules and regulations.
- 3) The chief administrator of each school must provide evidence to the State Superintendent that the school is a not-for-profit entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or is incorporated as a not-for-profit entity in another state and authorized to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5]. The evidence provided must consist of the file number assigned to the not-for-profit entity by the Illinois Secretary of State, Department of Business Services. Under certain circumstances, as determined by the State Superintendent, the State Superintendent may accept an alternative form of evidence from the chief administrator to satisfy the requirements of this subparagraph.
- 4) The chief administrator of each school must provide documentation that it complies with the requirements of Section 2-3.13a of the Code and 23 Ill. Adm. Code 375.75.
- b) Upon receipt of complete information for initial registration, including the required assurances, the State Superintendent must assign a unique identifying number to the school. This number is evidence of completed registration and permits 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 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 or when prescribed by the State Superintendent. Annual renewal of a

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school's registration must be performed in a manner prescribed by the State Superintendent and must be submitted only by the school's chief administrator.

- d) The chief administrator of each school applying to renew its registration must submit to the State Superintendent the same information and assurances required in subsection (a).
- e) The State Superintendent may only register schools that have two or more of grades pre-kindergarten through 12.
- f) Each school that is registered must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of registered schools by school year for, at a minimum, the preceding 5 school years.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.30 Requirements for Recognition

- a) No nonpublic school may be considered for recognition unless it was registered for the immediately previous school year and has renewed that registration for the current school year. Some requirements listed in this Part do not apply to a school whose educational program is delivered via correspondence, online, or through other similar means in acknowledgment of the fact that students participating in a school of this type do not gather in a physical location.
- b) Administrative Requirements
 - 1) Each nonpublic school's recognition is contingent upon evidence of compliance with the administrative requirements that are made applicable to nonpublic schools by relevant statutes, case law, or rules and regulations.
 - 2) A school must document to the State Superintendent that it complies with the requirements of:
 - A) Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5], Section 5 of the Missing Children Records Act [325 ILCS 50], Section 5 of the Missing Children Registration Law [325 ILCS 55], and the rules of the State Board promulgated pursuant to Section 2-3.13a of the Code (23 Ill. Adm. Code 375.75).

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- B) The School Reporting of Drug Violations Act [105 ILCS 127].
 - C) Sections 10-27.1A and 10-27.1B of the Code regarding firearms and drug-related incidents in schools.
 - D) Section 10-21.7 of the Code regarding the reporting of attacks on school personnel.
- 3) The school must document to the State Superintendent that:
- A) It maintains written descriptions of its governance structure and its policy-making procedure, maintains its policies in written form, and makes its policies routinely available to parents of the students enrolled and to school staff, as well as to other individuals upon request; or
 - B) It maintains a written description of its methods for complying with the nondiscrimination requirements identified in subsection (a)(1)(C).
- c) Educational Program
- Each nonpublic school's recognition is contingent upon evidence of compliance with the programmatic requirements that are made applicable to nonpublic schools by relevant statutes, case law, or administrative rules or regulations.
- 1) The school must document that instruction is *provided in English*, except as otherwise permitted pursuant to Section 27-2 of the School Code, *in the branches of education taught to children of corresponding age and grade in the public schools* (Section 26-1 of the 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 Code).
 - 2) Each school supported or maintained wholly or in part by public funds must document that it:
 - A) provides 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*

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proper use and display of the American flag (Section 27-3 of the Code);

- B) leads students in the Pledge of Allegiance daily (Section 27-3 of the Code);
- C) devotes not *less than one hour per week* to the study of the subject matter identified in subparagraph (A) *in grades 7 and 8 or their equivalent and in all high school grades* (Section 27-4 of the Code);
- D) ensures that no student receives a certificate of graduation without passing an examination on the subjects listed in subparagraph (A) (Section 27-3 of the Code); and
- E) ensures that *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 Code)

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

d) Personnel Requirements

Each nonpublic school's recognition is contingent upon evidence of compliance with the requirements of Section 2-3.25o(c-5) of the School Code or with any other relevant statute, case law, or administrative rule. The school must document that:

- 1) it requires from each new employee *evidence of physical fitness to perform duties assigned and freedom from communicable disease* (Section 24-5(b) of the Code). A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as may be required under the administrative rules of the Department of Public Health at 77 Ill. Adm. Code 696 or any other relevant statute, case law, or administrative rule;
- 2) its personnel policies require:

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- 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;
- 3) students' needs for support services such as counseling and social work are 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 reflects decision-making about how those needs should be addressed; and
 - 4) 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.
 - 5) 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).
 - 6) each individual employed in a nonteaching or nonadministrative field requiring licensure (e.g., school nurses) holds and practices within the scope of the relevant license.
- e) Health and Safety
- Each nonpublic school's recognition must be contingent upon evidence of compliance with the health and safety requirements that are made applicable to nonpublic schools by the following relevant statutes, case law, or administrative rules. The school must document that:
- 1) the physical facilities occupied by the school comply with the applicable local building code and fire safety requirements. This compliance may be documented with any of the following:

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- A) For each school whose geographic location falls within the jurisdiction of a code authority, a copy of a certificate of occupancy issued by that authority, or a copy of a report of the most recent safety and fire inspection conducted by or on behalf of the relevant local authority and valid for the upcoming school year.
 - B) For each school not located within the jurisdiction of any code authority, a letter provided by a design professional indicating that he or she has evaluated the facility and found no condition that would constitute a threat to the health and safety of the occupants and no condition that would constitute an obvious violation of the building code under Section 180.60.
 - C) For any school, the State Superintendent may accept a report from an individual other than a local authority or design professional.
- 2) if the school provides reimbursable food service, the nutrition program and the facilities used must 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) it has 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 et seq.);
 - 4) it complies with the requirements of the School Safety Drill Act [105 ILCS 128], including conducting a review of the plan in accordance with Section 25(f) of that Act;
 - 5) it complies with the requirements of the Eye Protection in School Act [105 ILCS 115];
 - 6) it complies with the requirements of the Toxic Art Supplies in Schools Act [105 ILCS 135];
 - 7) it complies with the applicable requirements of the Asbestos Abatement Act [105 ILCS 105]; and

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- 8) it complies with the requirements of Section 22-80 of the School Code.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.40 Process for Initial Recognition

A nonpublic school may choose whether to seek recognition under subsection (a) or subsection (b). An application for initial recognition may be submitted at any time.

a) Direct Recognition

- 1) The chief administrator of a registered nonpublic school must submit an application for recognition, using a format specified by the State Superintendent. The application must include summary information about the school, including but not limited to, various assurances of compliance and information about its educational program.
- 2) Upon receipt of a complete application, the State Superintendent must schedule a recognition visit and empanel a review team, whose members must, at a minimum, include the following people, unless this requirement is waived by the State Superintendent due to extenuating circumstances. The State Superintendent may authorize the nonpublic school to select the team members from subparagraphs (B) and (C).
 - A) a representative of the State Superintendent;
 - B) an individual who is familiar with the public educational milieu, such as an administrative or instructional employee of a school district or regional office of education or a representative of a department of education at a public college or university; and
 - C) an individual who is familiar with the nonpublic educational milieu, such as a representative of a nonpublic school, other than the school whose recognition is being considered, or a representative of a department of education at a nonpublic college or university.
- 3) As part of a school visit, the team must observe the operations of the school, review the required documentation, and, in a format specified by the State Superintendent, prepare a report of its findings for the

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consideration of the State Superintendent to determine the recognition of the school as full, pending, probationary, or none, as described in Section 425.50(c).

- 4) After consideration of the evidence presented and the recommendations of the review team and relevant staff members, the State Superintendent must recognize the school if it meets the requirements of Sections 425.20 and 425.30. If recognition is not granted or is less than full recognition, the State Superintendent must identify to the school the deficiencies leading to that determination and Section 425.70 shall apply. The State Superintendent must allow a school that is assigned a recognition status of "recognized pending further review" or "on probation" an opportunity to resolve those deficiencies preventing full recognition status.
- 5) The State Superintendent may postpone until the following school year consideration for recognition of a school whose application is received in the offices of the State Board after the resources for that consideration have been exhausted for the current school year.

b) Recognition via External Accrediting Organizations

- 1) After receipt of a request for recognition from an accrediting organization, the State Superintendent must review the processes used by that organization to identify if that entity's approval, recognition, or accreditation of schools is granted on the basis of compliance with at least the requirements of Sections 425.20 and 425.30 or if the accrediting organization can properly review a registered nonpublic school for recognition under this Part on behalf of the State Superintendent. The State Superintendent must approve an entity meeting this standard for the entity to be able to review a registered nonpublic school for recognition purposes under this Part.
- 2) In keeping with the review cycle and process of the relevant accrediting organization, each registered nonpublic school recognized under this Part through an accrediting organization approved by the State Superintendent must be visited by that accrediting organization. The school must submit documentation of the recognition visit to the State Superintendent from the accrediting organization by the required deadline, as determined by the State Superintendent. The State Superintendent must evaluate the documentation and assign the school a status of "fully recognized,"

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"recognized pending further review," "on probation" or no recognition, as described in Section 425.50(c), based on the observations of the accrediting body in the same manner as when evaluating site visit reports generated under subsection (a).

- 3) The State Superintendent must periodically review the processes of approved accrediting organizations to confirm the organization's ongoing alignment with the requirements of this Part.
 - 4) The State Superintendent must maintain on the agency's website a list of all accrediting organizations whose determinations are accepted pursuant to this subsection.
- c) The State Superintendent must treat each registered nonpublic school recognized under subsection (b) in the same manner as a registered nonpublic school recognized under subsection (a).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.50 Renewal of Recognition

- a) Cycle for On-Site Review
 - 1) Each nonpublic school recognized pursuant to Section 425.40(a) and seeking continued recognition must receive periodic visits by a review team as may be deemed necessary by the State Superintendent to ascertain the degree to which the school complies with applicable requirements of Sections 425.20 and 425.30 and, for those schools receiving block grant funds under Section 2-3.51.5 of the School Code, the degree to which the school complies with the requirements of Section 425.80. The process for renewal visits must be conducted in the same manner as visits conducted under Section 425.40. The State Superintendent must consider the evidence presented and proceed as discussed in subsection (c) of this Section.
 - 2) Each school recognized pursuant to Section 425.40(b) must be visited in keeping with the review cycle of the relevant accrediting organization. If this review results in a change in a school's recognition status or results in loss of recognition in the course of a school year, the change affects the school's status for the year of the review.

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NOTICE OF PROPOSED AMENDMENTS

- b) Renewal in Intervening Years
 - 1) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(a) must apply for renewal of the school's recognition by submitting, in a format and time specified by the State Superintendent, assurances that the school continues to comply with the requirements of this Part, including any revisions that may have occurred, and that no significant changes have been made in its operations, its facilities, or its programs that would negatively impact recognition.
 - 2) If annual professional development is required for any staff member pursuant to Section 425.30(d)(5), the school's chief administrator must separately submit an assurance that written plans for ensuring that the affected individuals complete relevant activities are in place and are being followed. The school must maintain copies of these plans and proof of their implementation in the individual's personnel file.
 - 3) For each school year between on-site reviews, the chief administrator of a school recognized pursuant to Section 425.40(b) must apply for renewal of the school's recognition by submitting, in a manner determined by the State Superintendent, evidence that the school's accreditation from the relevant organization is in effect for that school year.
- c) Upon consideration of the application materials and the report, and recommendation of the review team if a visit was conducted, the State Superintendent must assign a recognition status to the nonpublic school.
 - 1) The State Superintendent must assign a school a status of "fully recognized" if the school meets the requirements of this Part.
 - 2) The State Superintendent may recognize a school, but assign a school a status of "recognized pending further review" if the school exhibits areas of noncompliance that:
 - A) are not serious enough to warrant probation as delineated in subsection (c)(3); and
 - B) can be anticipated to be corrected prior to the end of the school year following the school year in which they are identified.

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- 3) The State Superintendent may recognize a school, but assign it a status of "on probation" if the school has significant areas of noncompliance or areas of noncompliance that can be anticipated to require extended time for correction. Areas of significant noncompliance may include, but are not limited to, the following:
 - A) exhibiting multiple deficiencies that present a health hazard or a danger to students or staff;
 - B) failing to offer required coursework;
 - C) employing personnel who lack the required qualifications;
 - D) failing or refusing to serve students according to relevant legal requirements; or
 - E) prolonging or repeating instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.
- d) When a school is recognized pending further review, the school's chief administrator may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the school must have an opportunity to discuss compliance issues with representatives of the State Board.
- e) When a school is placed on probation, representatives of the State Board must conduct a conference at which representatives of the school may discuss compliance issues with representatives of the State Board. If requested by the representatives of the State Board, within 60 days following a conference under this subsection, the school's chief administrator shall submit to the State Superintendent a plan for corrective action that conforms to the requirements of subsection (f).
- f) The State Superintendent must review and respond to the submission of a plan within 15 days after receiving it. The State Superintendent must approve a plan if it:
 - 1) specifies steps to be taken that are directly related to the areas of noncompliance cited;

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- 2) provides evidence that the school has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and
 - 3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
- g) If a school's plan is not approvable under subsection (f), the State Superintendent must notify the school's chief administrator to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the conference with representatives of the State Board, the school's recognition may be withdrawn, subject to appeal under Section 425.70.
- h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Superintendent may withdraw the school's recognition, subject to appeal under Section 425.70.
- i) If a recognized nonpublic school fails to renew its registration under subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in Section 425.70 does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.
- j) If a recognized nonpublic school renews its registration but fails to annually renew its recognition as required in subsection (b)(1), the school forfeits its recognition status. Because this loss of recognition status is not due to an administrative action by the State Superintendent, the appeal process in Section 425.70 does not apply. A school seeking to receive a recognition status after forfeiting its status under this subsection must follow the procedures in Section 425.40.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.60 Changes in Recognition Status

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A nonpublic school's recognition status may be changed by the State Superintendent at any time to reflect information confirmed during compliance monitoring or by any other means, subject to the provisions of Section 425.70. Except in instances in which the State Superintendent determines there is an emergency situation present at a school, no school may have its recognition removed by administrative action without first having been placed on probation.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.70 Appeals

A school's chief administrator who wishes to appeal a nonpublic school's placement into nonrecognition status must submit to the State Superintendent a written statement of appeal within 14 days after receiving notification of the planned status change.

- a) Within 30 days after receipt of the appeal, the State Superintendent or a designee must convene a hearing to review all pertinent information, including the procedures that led to the planned recognition status change. Representatives of the affected school must have an opportunity to present evidence demonstrating that the school complies with the requirements of this Part.
- b) No later than 30 days after the conclusion of the hearing, the State Superintendent must inform the school's chief administrator of the State Superintendent's determination. If there is no change in the school's recognition status, the school does not need to take any further action. If the school's recognition is removed, and the school wishes to become recognized again, the school must follow the procedure in Section 425.40. The decision of the State Superintendent of Education is a final administrative decision, subject to the Administrative Review Law [735 ILCS 5/Art. III].

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 425.75 Other Recognition Considerations

- a) Recognition that is granted under this Part may not be extended to any additional campus, site, or school and may not affect students who are not in attendance at the site to which recognition was specifically granted.
- b) Each school that is recognized must have access to official documentation of the school's status. The State Superintendent must maintain a publicly available list of recognized schools by school year for, at minimum, the preceding 5 school years.

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(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 425.90 Textbook Block Grant Program

Recognized nonpublic schools serving students in kindergarten through grade 12 are eligible to receive annual funding for the direct purchase of selected secular textbooks.

- a) Funding received under the Textbook Block Grant Program shall be used only for the direct purchase of secular textbooks, as defined in Section 2-3.155(b) of the School Code.
- b) For the purposes of monitoring compliance with Section 2-3.155(d) of the School Code, each nonpublic school that receives funding under the Textbook Block Grant Program shall provide to the State Superintendent, upon request, a copy of the purchase order and receipt confirmation for any textbooks acquired that includes the:
 - 1) title of each textbook purchased, including its International Standard Book Number (ISBN), or, if no ISBN is provided, a description of the materials purchased;
 - 2) quantity received; and
 - 3) total cost of the textbooks ordered.
- c) Records associated with the purchase of textbooks under Section 2-3.155 of the School Code shall be maintained for three years following the school year in which the textbooks were purchased.
- d) In the event that the nonpublic school fails to comply with Section 2-3.155 of the School Code and this Section, then it shall return to the State Board of Education any grant funds expended on textbooks not in compliance with Section 2-3.155 of the School Code.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

APPENDIX B
SUMMARY AND ANALYSIS OF PUBLIC COMMENT

The agency received one letter of public comment. A summary and analysis of the comment is below.

Comment:

Carol McKinney Potter, principal of St. Joseph School in Olney, commented that, with regard to Section 425.20(a)(3), the Secretary of State does not have a process for schools to obtain the file number assigned to the not-for-profit entity by the Illinois Secretary of State Department of Business Services. The commenter expressed that there needs to be “a simple process/explanation of how to go about getting the file number in the State of IL.” The commenter also notes that her school has not received Textbook Block Grant money in many years. (See Section 425.90.)

Analysis:

The Secretary of State has an online tool that allows a user to search for a business and retrieve a file number. The tool will also display if the business is incorporated as profit or nonprofit. The tool can be accessed at https://www.cyberdriveillinois.com/departments/business_services/corp.html.

We appreciate the commenter’s concern with regards to Textbook Block Grant funding. The General Assembly has not funded this program since FY09 and the agency recommends that the commenter contact her legislator about funding the program.

Recommendation:

No changes will be made in response to this comment.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Discretionary Grant to Illinois Association of School Administrators for New Superintendent Mentoring

Expected Outcome: Approval of grant renewal for fiscal year 2021

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Brandi Bruley, Director, Curriculum and Instruction

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board authorize the State Superintendent to renew a grant with the Illinois Association of School Administrators (IASA) in the amount of \$350,000 for fiscal year 2021. Renewal will support the continuation of mentoring for new district superintendents and professional learning for aspiring superintendents with an emphasis on the recruitment of women and people of color. In addition, the FY21 agreement will include additional services providing targeted professional learning to superintendents who have schools that are designated as Comprehensive Support through ISBE's ESSA accountability framework. This added training and support will help leaders engage their schools and communities as they plan for and undergo the transformative work needed to elevate achievement, and successfully exit the lowest-performing 5% of schools in the state. Approximately 70 Superintendents will benefit from these additional services and this new responsibility accounts for the \$100,000 increase from the FY20 allocation.

Background Information/History

The grant to IASA has provided support for initial training and mentoring/coaching for new superintendents since its inception in 2016. The annual program begins with a New Superintendents Conference; individualized professional support throughout the school year follows. Past conference topics have included school law, budgeting, best practices for working with school boards, entry planning, effective professional learning, and communications strategies. The mentoring and coaching that follows is conducted by practicing or recently retired Illinois superintendents and supports new superintendents as they apply their learning to their own unique district context.

More specifically, IASA and the mentors/coaches have provided the following opportunities since July 1, 2019:

- Held annual IASA New Superintendents Conference in July in Springfield.
- Conducted regular, job-embedded mentoring sessions for 126 first-, second-, and third-year superintendents across Illinois.

Beginning in FY 2020, the grant also has funded scholarships for women and persons of color to attend the IASA Aspiring Superintendents Academy.

The FY 2021 grant will require IASA to provide detailed, disaggregated outcome data to ISBE regarding the impact and effectiveness of this grant. Specifically, IASA will report to ISBE the number of first-, second-, third-year, and comprehensive support superintendents receiving mentoring or professional learning; the frequency, duration, and content of the mentoring interactions or professional learning experiences; and the impact of the mentoring/professional learning on district-level leadership development and student achievement.

Current Status: Active grant.

Relevant Data:**2019 New Superintendents Conference Data**

Feedback survey results from 2019 indicated that participants found 98.3 percent of the content from the conference sessions to be extremely useful, very useful, useful, or somewhat useful; only 1.7 percent was rated as “will not use or don’t do in 2020.”

2019 New Superintendents Mentoring Program Data

IASA MENTORING PROGRAM SURVEY 2019	Overall Average (45 responses)
PARTICIPANT RATINGS	
I was an active participant in the IASA Mentoring Program	4.4
I fully understood the goals and purpose of the IASA Mentoring Program	4.6
Participation in the program assisted me in making the transition into the Supt. Position	4.7
Participation in the Mentor Program enhanced my confidence as a school superintendent.	4.7
The Mentor meetings were beneficial and worth the investment of my time.	4.8
The Mentor meetings provided me with information that kept me informed of critical issues.	4.8
The Mentor Facilitator provided a professional and efficient forum for the program.	4.8
The Mentor Facilitator was available when I needed assistance.	4.8
I would encourage new superintendents to participate in the Mentoring Program.	4.9
The Mentoring Program supported me in my role as a new superintendent.	4.8
Average Rating	4.7

KEY TO RATINGS: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

MOST BENEFICIAL COMPONENTS OF THE PROGRAM

Building a network of support	5.1
Discussion and clarifications of policies, procedures, mandates, new initiatives, and new laws	5.4
Learning new leadership practices/strategies from an experienced instructional leader	5.0
Receiving constructive criticism on my ideas and practices	4.9
Receiving guidance on key performance areas, i.e., Finance, Personnel, Facilities, etc.	5.3
Guidance in working with the school board	5.2
Assistance in dealing with legal and liability issues in the district	5.0
Guidance in building relationships with teacher and support staff organizations	4.9
Assistance with balancing the management and instructional leadership duties of my position	5.0

Average Rating	5.1

KEY TO RATINGS: 6 = Most Beneficial, 5 = Very Beneficial, 4 = Beneficial, 3 = Neutral, 2 = Sorry I didn't experience, 1 = Detrimental

IMPACT ON DISTRICT AND STATE EDUCATION GOALS

In your opinion, what has been the impact on your District--goals, operation, performance, reputation, etc.--of your participation in the IASA Mentoring Program?	4.3
In your opinion, does or will your participation in the IASA Mentoring Program have any impact on your District's progress towards the State of Illinois' educational goals for children?	4.3

KEY TO RATINGS: 5 = High impact this year, 4 = Some impact this year, 3 = High impact expected later, 2 = Some impact expected later, 1 = No impact expected, 0 = Negative impact

Financial Background

ISBE entered into a grant with IASA in 2016 to support new and aspiring superintendents statewide. This discretionary grant was awarded annually over the last five years to IASA and funded with federal dollars (Title I and Title IIa). Teaching and Learning requests renewal of this grant agreement with IASA for up to, but not to exceed, \$350,000 in FY 2021. Renewal will bring the total amount of funding since inception to \$1,246,599.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding	Current Contract Total State & Federal	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY16		\$99,008.00	\$99,008.00			\$99,008.00
FY17		\$112,341.00	\$112,341.00			\$112,341.00
FY18		\$185,125.00	\$185,125.00			\$185,125.00
FY19		\$250,125.00	\$250,125.00			\$250,125.00
FY20		\$250,000.00	250,000.00			\$250,000.00
FY21					\$350,000.00	\$350,000.00
						\$1,246,599.00

Business Enterprise Program

N/A

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

Policy Implications: ISBE will develop and implement clear protocols for review of interim and summative program performance data. ISBE will determine the effectiveness of this program based on outcome data provided by IASA.

Budget Implications: The proposed activities will be funded by federal Title I School Improvement and Accountability funds.

Legislative Action: None.

Communication: IASA will communicate with new and aspiring superintendents about the program and will communicate with ISBE regarding accomplishment of program objectives and goals

Pros and Cons of Various Actions

Pros: Approval to renew will provide funding for continued mentoring and professional learning for new and aspiring superintendents.

Cons: Failure to renew will limit mentoring opportunities for new superintendents.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an agreement with the Illinois Association of School Administrators for \$350,000 for services for one year for FY 2021

Next Steps

Upon Board authorization, agency staff will enter into a grant agreement in accordance with the approved motion.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of IDEA Part D Discretionary Grant: State Personnel Development Grant.

Expected Outcome: Approval to increase General Grant Funds of the State Personnel Development Grant

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Programs
Barbara Moore, Director, Special Education

Purpose of Agenda Item

Special Education Services Department requests the Board to approve the movement of the remaining administrative funds under the Individuals with Disabilities Education Act (IDEA) Part D State Personnel Development Grant (SPDG) – Illinois Multi-Tiered System of Supports Network to the grant award for Regional Office of Education 47.

Background Information/History

The U.S. Department of Education Office of Special Education Programs (OSEP) offers a competitive application process for states to receive an IDEA Part D SPDG. The Illinois State Board of Education (ISBE) received SPDG awards in 2010 and 2015. The purpose of SPDG funding is to support states in developing a coordinated, statewide system of personnel development designed to increase the capacity of school systems to improve the progress and performance of all students, including those with disabilities. SPDG funding supports the use of a multi-tiered model that includes scientific, research-based instruction; intervention; and assessment.

The SPDG award in 2010 funded the development and implementation of the Illinois Response to Intervention Network (I-RTI Network). The I-RTI Network was coordinated with the Illinois Statewide Technical Assistance Collaborative (ISTAC) grant, which was funded by IDEA Part B Discretionary dollars. ISTAC included the Illinois Autism Training and Technical Assistance Project, Parent and Educator Partnership, Positive Behavioral Interventions and Supports, Project CHOICES (LRE Project), and transition consultation.

Upon receipt of the 2015 award, I-RTI Network and ISTAC formed the Illinois Multi-Tiered System of Supports Network (IL MTSS Network). The purpose of this coordination was to align and leverage service delivery to Illinois schools and districts; improve outcomes for all students, including students with disabilities; and increase the sustainability of improved outcomes. More specifically, the IL MTSS Network provides professional learning to implement a systemic, prevention-focused, and data informed framework for continuous improvement providing a continuum of supports for all learners. In addition, the award requires a partnership with institutions of higher education and Parent Training and Information Centers to support project objectives.

Supports for schools and districts with indicated needs aligned to the State Performance Plan/Annual Performance Report as required by OSEP are provided through the IL MTSS Network, including implementation of the State Systemic Improvement Plan (SSIP). ISBE and Illinois stakeholders collaborated to develop a series of coherent improvement strategies in which a district implementing the SSIP establishes a multi-tiered system of supports framework across its governance and management, climate and culture, and curriculum and instruction to improve student outcomes. The state-identified measurable outcome for the SSIP is to increase the percentage of third-grade students with disabilities who are proficient or above on the statewide English language arts (ELA) assessment. A three-year cohort of districts was formed in fiscal year 2017 and a second three-year cohort was formed in FY 2018.

ISBE authorized the Superintendent to continue the IL MTSS Network grant in FY 2017 so it could be implemented in ROE 47.

FY 2020 is the last year of the current SPDG award, so the Special Education Services Department is requesting to transfer all remaining administrative funds to ROE 47.

Current Status

ROE 47 is the current SPDG recipient for implementation of the IL MTSS Network and will remain so for its final year of the grant cycle.

Relevant Data

Evaluation of implementation progress and results have been systematically examined and documented each year in the SSIP. The IL MTSS Network continued its work in FY 2019 with the two Cohort 1 districts and the nine Cohort 2 districts on implementing and sustaining systems, data, and practices. In addition, the IL MTSS Network continued to work on the goal of district sustainability through utilization of its gradual release model. Many professional learning opportunities were provided to the districts in the areas of systems, data, and practices. Evaluation data show that trainings were of high quality, were carried out as intended, and were aligned to participant needs. Outcome data documented that participants' knowledge, skills, and confidence improved after the trainings were provided. The cohorts have data indicating that levels of MTSS implementation are operationalizing. Now that systems are in place, the IL MTSS Network and the districts have placed added emphasis on implementing and sustaining evidence-based practices in early literacy and climate and culture with the goal of improved reading performance for students with disabilities.

Overall Illinois Assessment of Readiness data for the Cohort 1 and Cohort 2 districts showed an increase in the percentage of third-grade students with Individualized Education Programs who met/exceeded as compared to the previous year. Two Cohort 2 districts met the target of 13.7 percent with percentages of 21.21 percent and 17.24 percent. In both Cohort 1 districts and in seven of the nine Cohort 2 districts, the percentage of third-grade students with disabilities who met/exceeded on the statewide ELA assessment increased from FY 2018 to FY 2019.

Financial Background

The ISBE's 2015 application for the SPDG outlined many of the partnerships and contracts that would be paid for through administrative funds, such as project evaluations and higher education partnerships. These contracts and partnerships were covered through administrative funds via the original 2010 SPDG grant and FY 2015. Beginning in 2016, these contracts were absorbed by the IL MTSS Network and thereby paid for with grant funds.

There is \$254,682 in administrative funds available in the final year (FY 2020) of the grant. These funds could be used to cover the costs of the required contracts currently paid for out of general grant funds, as well as contribute to additional professional development opportunities throughout the state. Transferring the administrative dollars would increase the grant award to ROE 47 in FY 2020 from \$2,570,900 to \$2,825,582.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY17	\$	\$1,700,000		\$	\$	\$
FY18	\$	\$2,452,580		\$	\$	\$
FY19	\$	\$2,570,900		\$	\$	\$
FY20	\$	\$2,570,900		\$	\$254,682	\$2,825,582
Total	\$	\$9,294,380				\$

Business Enterprise Program

Not applicable.

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

Policy Implications: None.

Budget Implications: The increase in funding provided to ROE 47 is for a transfer of \$254,682.12 in administrative funds to grant funds.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: All FY 2020 administrative funds that might not otherwise have been expended will be utilized by ROE 47.

Cons: None.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the State Superintendent to increase the amount awarded to ROE 47 for the development of the Illinois Multi-Tiered System of Support Network by \$254,682.12 for FY 2020.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Brenda M. Dixon, Research and Evaluation Officer 

Agenda Topic: Approval of Additional FY21 funding for College Board to support the administration of the Scholastic Aptitude Test (SAT) being administered in fall 2020

Expected Outcome: Approval for an increase in funding to support SAT fall testing for current 11th grade students who will be 12th graders in fall 2020

Materials: None Required

Staff Contact(s): Dr. Sean Clayton, Director of Assessment

Purpose of Agenda Item

The Assessment Department is requesting additional Fiscal Year 2021 funding for College Board to support the administration of the SAT in fall 2020. We did not spend approximately 6.5 million in Fiscal Year 2020 because we did not administer the SAT to these students this spring as planned, due to the COVID-19 pandemic. ISBE is requesting additional funding for FY2021, but the request stems from cost savings in FY2020.

Our current 11th-grade students, who will be 12th-graders in the fall, will have a CHOICE to take the SAT in the fall. The timing is designed to permit these students to obtain a college reportable score in time to pursue postsecondary opportunities. The primary Test Day will be held on Wednesday, October 14, 2020 with an accommodated testing window from October 14th through October 27th. The makeup test date is scheduled on October 28, 2020. Any 12th-grader next year who wishes to test in the spring to fulfill their graduation requirements would be testing too late to submit their scores for college purposes.

Background Information/History

Students were not provided the opportunity to be assessed during spring 2020 due to the COVID-19 pandemic, which did not permit students to take the state's accountability assessments. ISBE proceeded to apply for a federal waiver that will allow the state to not administer assessments due to schools not being in session. Furthermore, Executive Order 2020-15, which stated that testing was suspended and that schools will continue remote learning until the end of the school year, was issued by the Governor on March 27.

Current Status: The College Board contract is effective until June 30, 2021.

Financial Background

The cost of the SAT assessment will be \$46 per student, with an understanding that the budgeted amount could go slightly up or down depending on the number of students who actually test.

	Current College Board Contract State Funding	Current College Board Contract Federal Funding		Requested Additional State Funding based on FY20 cost savings	Request Additional Federal Funding	Total College Board Contract Per Fiscal Year (= Cost Savings)
FY19	\$9,469,668.75	\$0		\$0	\$0	\$9,469,668.75
FY20	\$9,663,200.99	\$0		(\$6,578,000.00)	\$0	\$3,085,200.99
FY21	\$9,731,406.81	\$0		\$6,578,000.00	\$0	\$16,309,406.81

Total	\$28,864,276.55					\$28,864,276.55

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

Policy Implications: There are no policy implications.

Budget Implications: There are no direct costs to districts to implement the SAT assessments.

Legislative Action: No legislative action is required by state or federal law.

Communication: The Assessment Department and College Board will collaborate and communicate to the field about the implementation and support of the SAT assessment in the fall.

Pros and Cons of Various Actions

Pros: Approval will allow the SAT to be administered to the current 11th-grade students in the fall so they can meet graduation requirements and generate a college reportable score and pursue postsecondary opportunities.

Cons: Students who cannot take the SAT potentially might not meet graduation requirements for school year 2020-21.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an agreement with College Board for additional FY2021 funding for the administration of the SAT in the fall for current 11th-grade students so they can meet graduation requirements and pursue postsecondary opportunities.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Brenda M. Dixon, Research and Evaluation Officer 

Agenda Topic: Approval of a three-year sole source contract with New Meridian to license Oklahoma science assessment items to support the Illinois Science Assessment (ISA).

Expected Outcome: Approval for a New Contract for Licensing Science Content for the Illinois Science Assessment

Materials: None Required

Staff Contact(s): Dr. Sean Clayton, Director, Assessment

Purpose of Agenda Item

The Assessment Department is requesting the Board to enter into a three-year agreement with New Meridian for licensing Oklahoma State Department of Education (OSDE) science content used in the Illinois Science Assessment (ISA). The total cost of the three-year agreement is valued at \$2.669 million from FY21—FY23. Approval of this contract will allow ISBE to secure science test content for the ISA to meet federal requirements while building an ISBE-owned science item bank.

Background Information/History

ISBE began administering the Illinois Science Assessment (ISA) during the 2016-17 school year in order to satisfy the requirements in the Every Student Succeeds Act (ESSA), which states that students must be assessed in science once in each of the following grade cycles: 3-5, 6-9, and 10-12. The ISA underwent extensive blueprint expansion for the spring 2020 assessment cycle. To fill that blueprint, ISBE procured science content from the OSDE. In February 2020, ISBE entered into a one-year agreement with New Meridian to handle the transfer of item packages and assist ISBE's technology vendor with ingestion and rendering of item clusters.

Current Status: The current New Meridian science contract is effective until June 30, 2020.

Financial Background

In June, the Assessment Department will request the Board to approve a three-year contract with the OSDE via its content vendor, New Meridian, for licensing of the OSDE science content for the ISA.

The financial background of this contract/grant is illustrated in the table below:

	Requested Additional Funding	Total Contract per Fiscal Year
FY21	\$889,782.00	\$889,782.00
FY22	\$889,782.00	\$889,782.00
FY23	\$889,782.00	\$889,782.00
Total	\$2,669,346.00	\$2,669,346.00

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

Policy Implications: Approval provides access to the item content used in the 2020 ISA.

Budget Implications: There are no direct costs to districts that pertain to the proposed agreement.

Legislative Action: No legislative action is needed.

Communication: The Assessment Department will communicate to the field about the implementation and support of the ISA.

Pros and Cons of Various Actions

Pros: Approval will allow ISBE to secure test content for the ISA to meet federal requirements regarding an annual science assessment. Continued use of the OSDE content allows ISBE to meet federal requirements while building an ISBE-owned science item bank.

Cons: A decision to not enter into an agreement would jeopardize the ISA program as ISBE would have to find another item bank of operational content to administer the ISA in school year 2021.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes ISBE to enter into a three-year sole source agreement with New Meridian to license Oklahoma science assessment items, in order to support the Illinois Science Assessment.

Date of Board Action: June 17, 2020

**ILLINOIS STATE BOARD OF EDUCATION MEETING
JUNE 17, 2020**

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval to release a request for sealed proposals and award the contract for the 21st CCLC statewide evaluation.

Expected Outcome: Approval to release a request for sealed proposals and award the contract for the 21st CCLC statewide evaluation.

Materials: None

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jeff Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Wellness Department
Kristy Jones, Supervisor, Wellness Department

Purpose of Agenda Item

The Wellness Department requests that the Board authorize the State Superintendent to approve the release of a Request for Sealed Proposals (RFSP) and the award of a contract for the 21st CCLC Statewide Evaluation. The contract for such services will be for five years and will not exceed a total of \$2.025 million during the contract period.

Background Information/History

The purpose of the 21st Century Community Learning Centers Program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer literacy and related educational development opportunities to the students' families. Learning centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development. Services include tutoring and mentoring; homework help; academic enrichment, such as hands-on science or technology programs; music; arts; sports; community service opportunities; and cultural activities. At the same time, the centers help working parents by providing a safe environment for their children during non-school hours or periods when school is not in session. The program was authorized under Title IV Part B of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 and Every Student Succeeds Act. Its specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students in high-poverty areas and those who attend low-performing schools, and to meet state and local student performance standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

The 21st CCLC initiative serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC funds are used to create and expand before- and after-school programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers.

Up to 5 percent of ISBE's 21st CCLC allocation may be used for state administrative activities associated with implementing a high-quality program. These funds may be used to strengthen the programs by providing training and technical assistance to the local grantees and conducting the required statewide evaluation.

The purpose of this RFSP is to select a qualified offeror to continue and to enhance the statewide evaluation efforts that have been underway since 2006. The evaluation will support ISBE's efforts to meet its seven identified objectives for the 21st CCLC Program, which are listed below.

1. Participants will demonstrate an increased involvement in school activities and participation in other subject areas, such as technology, arts, music, theater, sports, and recreational activities.
2. Participants in the program will demonstrate increased academic achievement.
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.
4. 21st CCLC Programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and nonprofit organizations.
5. These programs will serve children and community members with the greatest needs for expanded learning opportunities.
6. 21st CCLC Program personnel will participate in professional development and training that will enable them to implement an effective program.
7. 21st CCLC Program projects will use their funding most efficiently by coordinating and collaborating with other federal and state funding sources, agencies, and other community projects to supplement the program and not supplant the funds and to eventually become self-sustaining.

CURRENT STATUS: The current contract for the 21st CCLC Statewide Evaluation is in the final year of award and will expire on June 30, 2020.

RELEVANT DATA: The awarded contractor will provide evaluation tools, perform assessment of data from the federal reporting system, administer multiple surveys, create and write mid-year and end of year reports, present at workshops regarding evaluation, and assist ISBE with providing information and technical assistance to grantees regarding evaluation and their required local evaluation report. The awarded evaluator will also conduct webinars for grantees, meet quarterly with ISBE staff, conduct site visits to grantees based upon a scheduled agreement with ISBE, and continue to expand the work that has already been created regarding ISBE's 21st CCLC Statewide Evaluation effort.

PROS AND CONS:

Pros: Approval of the RFSP release will allow the 21st Century Community Learning Centers to continue to provide a statewide evaluation as required by the U.S. Department of Education.

Cons: The 21st Century Community Learning Centers will be in noncompliance with federal requirements to conduct an annual statewide evaluation.

Financial Background

The financial background of this contract/grant is illustrated in the table below. This demonstrates an amount not to be exceeded upon award of the final contract. The amount per fiscal year will be determined upon negotiation and agreement with the awarded contractor and their proposed budget.

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY 21- FY 25	\$	\$		\$	Not to exceed \$2,025,000.00	\$
Total	\$	\$			\$2,025,000.00	\$

Business Enterprise Program

Business Enterprise contracts are allowed as part of this contract. All reference to this type of program will be evaluated in accordance with the procurement guidelines.

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

Policy Implications: Approval of the release and award of a competitive RFSP for the 21st CCLC Statewide Evaluation will allow the program to continue to provide a statewide evaluation as required by the U.S. Department of Education.

Budget Implications: Federal funding sources currently support this effort and will continue to support a future contract.

Legislative Action: None.

Communication: Notification through the procurement process will be made regarding the RFSP opportunity.

Pros and Cons of Various Actions

Pros: Approval of this request will allow the 21st CCLC Program to continue to provide a statewide evaluation as required by the U.S. Department of Education.

Cons: None.

Board Member(s) Who Will Abstain: N/A

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education authorizes the State Superintendent to release the RFSP for the 21st Century Community Learning Centers Statewide Evaluation and to award and execute a contract to the successful bidder in an amount not to exceed \$2.025 million over the five-year contract.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Cut Score Recommendations for Redeveloped Licensure Tests – Phase V

Expected Outcome: The board will approve the Phase V test scores

Materials: Appendix A, B, C, and D

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning requests that Board members approve cut score recommendations for the Phase V Groups 6-9 field content exams. The Board reviewed specific cut score recommendations at its May 20, 2020, meeting.

Background Information/History

Teacher candidates in Illinois must successfully complete an exam in their respective content area prior to receiving a teaching license, among other requirements (e.g., student teaching, successful completion of an approved program). The Illinois State Board of Education (ISBE) contracts with Evaluation Systems Group of Pearson to develop and deliver various content exams required for licensure. Evaluation Systems Group of Pearson worked with ISBE to redevelop licensure tests since 2016. The work is divided into nine phases and the recommended cut scores presented in this memo are from Phase V. Development of the revised tests in the Illinois Licensure Testing System (ILTS) program ensures alignment to relevant state and national standards and the inclusion of content-specific pedagogy and reading literacy in the content areas. The last major redevelopment of tests in the ILTS program prior to the current work occurred during 2001-05.

A standard-setting panel, which consists of higher education faculty and teachers with expertise in the content-specific fields, was established for each of the 10 revised tests as the final step in the redevelopment process. (See Appendix A for the test development process.)¹ The standard-setting conferences for the Phase V tests, held in February and March 2020, resulted in cut score recommendations for each test. The panels, which were recruited on the basis of diversity in terms of ethnicity, gender, and school setting (e.g., urban, rural, small, large), were composed of practicing Illinois educators who hold endorsements in the respective areas and educator preparation faculty who are preparing future Illinois teachers in the 10 fields. (See Appendix B for the composition of each panel.) A detailed description of the standard-setting process that led to the cut score recommendations is spelled out the next few paragraphs.

Round 1 and Round 2 Standard Setting: Multiple Choice, Item-by-Item Ratings

Evaluation Systems Group of Pearson provided training in the passing score recommendation process. Panelists were first instructed on the expectations of the Just Acceptably Qualified Candidate (JAQC). A modified Angoff standard-setting model was used for establishing the recommended raw passing scores for each subtest. This standard-setting model conforms to accepted industry practice and is used by the State Board of Education in establishing passing scores for all licensure tests. The method relies on raters estimating the difficulty of each item for a hypothetical group of minimally competent or (just acceptably

¹ Program planning and advisory committees are established prior to standard setting. ISBE then organizes framework review, content validation, and item review conferences. Additionally, bias review committees are formed, and conferences are held for these committees to review each item for any biases. Experts conduct field testing and job analysis in the field.

qualified) examinees. Raters were asked to estimate the percentage of just acceptably qualified examinees who would get each item correct.

Panelists were provided with detailed descriptors of JAQC and were asked to refer to the descriptors several times throughout the conference. Using the test frameworks, panel members discussed the level of professional knowledge and skills this group of candidates would need to perform the job of entry-level educators in these fields in Illinois public schools. The discussion included a focus on the level of knowledge and skills required to be an effective educator in Illinois and fulfill the requirements of the respective Illinois license/endorsement. The discussion also considered differentiating those who are just above the “qualified” line separating qualified and unqualified candidates (the JAQC) and those who are much higher above the line separating qualified and unqualified candidates. Facilitators reminded panel members in these discussions that JAQCs, while ready to enter their roles as entry-level educators, will gain more experience, knowledge, and skills as their careers develop over time.

Panelists then began item-rating activities following the JAQC discussions. This work occurred through multiple rounds. Each round resulted in a more refined judgment on test questions. Committee members were provided training in Rounds 1 and 2 on how to make judgments for each scorable multiple choice question considering the expected performance level of just acceptably qualified entry-level candidates in Illinois. These JAQCs are those candidates who are just above the boundary line between qualified and unqualified candidates.

Specifically, when thinking about the expected performance level of the JAQC in Illinois, panelists were asked to rate how this hypothetical group of individuals would perform on each scorable multiple choice item on the first test form.²

Once the Round 1 ratings were complete, Evaluation Systems analyzed the data and provided panelists with summaries of their Round 1 results for their respective content exam. After discussing the rating summaries, panel members could revise their Round 1 item level judgments during Round 2, based upon additional instructions and training provided by the facilitators.

Round 3 Standard Setting: Multiple Choice, Confirmatory Ratings

In Round 3, the results of the Round 2 ratings were provided to each panelist. The facilitators explained how to read and interpret the Round 2 Multiple Choice Item-Based Passing Score Summaries. The Round 2 individual item ratings were calculated and a test-based passing score for each test was provided. The passing scores were described and discussed in preparation for a final Round 3 test-level rating. Based on the information provided in Round 3, panel members were then asked to provide Round 3 multiple choice passing score judgments.³

Rounds 1, 2, and 3 Standard Setting: Constructed-Response Ratings (foreign languages only)

² *Imagine a hypothetical group of individuals who are just at the level of professional knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools.*

What percentage of this group would answer the item correctly?

0% – 10%	=	1	51% – 60%	=	6
11% – 20%	=	2	61% – 70%	=	7
21% – 30%	=	3	71% – 80%	=	8
31% – 40%	=	4	81% – 90%	=	9
41% – 50%	=	5	91% – 100%	=	10

³ Individuals responded to the following:

Imagine a hypothetical individual who is just at the level of knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools.

What is the number of multiple-choice items on the test that would be answered correctly by this individual?

There are two constructed-response items on each of the two foreign language tests. The first is a presentational speaking assignment that consists of a two-minute (maximum) recorded oral response. The second is a presentational writing assignment with a suggested length of 300-400 words.

In Round 1, the facilitator reviewed the performance characteristics, the score scale, and the scoring process for each of the foreign language assignments with the panelists. Panelists were provided with actual representative responses (based upon the pilot test) at each of the four score points for each assignment. They were then asked to estimate the score that a JAQC would achieve on each assignment by asking themselves the following question and selecting one of the sample responses.

Specifically, “[i]magine a hypothetical group of individuals who are just at the level of knowledge and skills required to perform the job of an entry-level educator in this field in Illinois public schools. Which of the points on the score scale represents the level of response that would be achieved by this group?”

Panelists were then asked to double the score associated with the response they selected and enter a number between two and eight that represented the total score each panelist thought the JAQC would achieve.

In Round 2, panelists were provided with the results of their Round 1 selections. The panelists were then asked once again to select a response that represents how a JAQC would perform. This activity was completed for each constructed-response assignment.

In Round 3, the Round 2 results were reviewed and discussed. In Round 3, panelists could provide a more precise rating by predicting that the JAQC would receive one score by one reviewer and a different score by the second reviewer.

The recommended cut scores will be shared with the State Educator Preparation and Licensure Board at its June meeting for review and approval of the panel-recommended cut scores. The panel-recommended cut scores are listed in Appendix C.

Current Status: Review and redevelopment of most of the existing ILTS tests began in 2016 to ensure alignment to relevant content standards and national standards and to include content-specific pedagogy and reading literacy in the content areas, where applicable. This redevelopment is divided into nine phases, with Phase III tests going live starting in 2018 and tests included in the later phases going live starting in 2019, 2020, and 2021. These Phase V tests are redeveloped to align to relevant national content standards that are required for licensure. Additionally, allowances were made in spring 2019 to provide for both versions of tests to remain “live” concurrently for one year. This allows candidates the opportunity to take either version and to give leeway to programs updating their curricula to the new tests. Test frameworks are also being made available to institutions of higher learning about a year prior to launch, which is an extension of three-four months from previous practice.

Relevant Data: These tests are new and no data exists for them.

Financial Background

Not applicable.

Business Enterprise Program

Not applicable.

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

Policy Implications: Approving cut scores will ensure that candidates are able to complete most current tests aligned to most current standards outlined in 23 Illinois Administrative Code.

Budget Implications: This is a no-cost contract. ILTS content tests are between \$99 and \$162 per test. Pearson’s revenue from test administration and support totaled \$2.3 million (21,397 tests) in 2019.

Legislative Action: Not applicable.

Communication: Communication to the field will occur after cut scores are approved and will include information regarding the redevelopment of the exams and dates as to when the tests become operational.

Pros and Cons of Various Actions

Pros: Approving the cut score recommendations will allow educators who take the exam to obtain a score to satisfy a licensure requirement.

Cons: Educators who take the exam will not be able to use their results until cut score recommendations are approved.

Board Member(s) Who Will Abstain: None.

Recommendations:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the panel-recommended cut scores for the following licensure content tests: Business, Marketing, and Computer Education (216), Computer Science (205), Director of Special Education (234), Drama/Theater Arts (210), Foreign Language: Arabic (262), Foreign Language: Chinese-Mandarin (251), Foreign Language: Korean (257), Foreign Language: Latin (258), Physical Education (213), School Social Worker (238), Science: Biology (239), Science: Chemistry (240), Science: Earth and Space Science (241), Science: Environmental Science (242), Science: Physics (243), Speech Language Pathologist-Non Teaching (232), Visual Arts (214).

Date of Board Action: June 17, 2020

Appendix A

Illinois Licensure Testing System Test Development Process

Program Planning and Advisory Committees

Evaluation Systems staff meet with ISBE representatives to discuss and formulate plans for the development and administration components of Illinois Licensure Testing System (ILTS) redevelopment. A management planning document is developed by Evaluation Systems to serve as the basis for the discussions for each test development cycle. A Content Advisory Committee (CAC) is established for each field to review test materials primarily from the standpoint of content accuracy and appropriateness. A Bias Review Committee (BRC) is established to review test materials for issues of potential bias and diversity.

Develop Test Frameworks

The content of each test is documented in the test frameworks. The test frameworks define the content eligible for testing. Appropriate state and/or national standards, as indicated by ISBE, form the basis of each test framework. Each framework is divided into sub-areas (content domains). Each sub-area contains objectives aligned to the standards, and each objective is further defined by a set of descriptive statements that further delineate the content within each objective.

Framework Review

Illinois teachers and teacher educators are recruited to serve on the BRC and CAC. These committees meet with Pearson facilitators/trainers to review the test frameworks and revise them according to ILTS CAC and BRC review criteria.

Job Analysis Study

A three-part job analysis study is conducted after a content validation survey is compiled. First, a list of educator tasks is developed and subsequently reviewed by Illinois educators and college faculty. Second, a sample of Illinois educators participates in a task survey rating the importance of and time spent on each task. Third, members of the CAC participate in a "linking study" to establish a formal link between the educator tasks and the objectives in the test framework.

Content Validation Survey

A content validation survey of the objectives within the test framework is conducted after the test framework review. This is an important step in the validation of those objectives. A sample of Illinois educators and college faculty are asked to rate the importance of each objective to the job of an entry-level educator in Illinois. The test frameworks are finalized based upon the results of the content validation survey and scheduled to be posted to the ILTS website.

Item Development

A set of draft test items is developed to assess the content defined by the validated test objectives. Content specialists, item development specialists, content and bias reviewers, and psychometricians are involved in developing test items for the ILTS to align the validated test objectives within each test framework.

Item Review Conference

The Illinois BRC and CAC meet to review the test items and revise them according to ILTS review criteria.

Field Testing

Reviewed and validated test items are field-tested by a number of Illinois educator preparation candidates to collect item performance data to determine if the items have acceptable statistical and qualitative characteristics and can be included on operational test forms.

Marker Response Selection (constructed response fields only)

A panel of CAC members reviews and selects marker responses from the field tests. The panel selects a set of responses that represents each score point description for each type of constructed-response assignment. This set of responses is used as "marker" responses in scorer training and calibration activities.

Standard Setting/Passing Score Review

The last step in the test development process calls for members of the CAC to be trained to provide standard-setting judgments that will result in a passing score recommendation for each field. These recommendations are used by the Illinois State Board of Education to set the passing score for each test.

Appendix B
Faculty/Public School Educator Composition of
Content Committees

Test Field	Faculty	Public School Educator	Race/Ethnicity	Gender	Region	Total
Business, Marketing, and Computer Education (216)	1	8	Black/African American= 2 White=7	F=8 M=1	E. Central=1 W. Central=1 S.W.=3 S.E.=1 Chicago=1 Blank=2	9
Computer Science (205)	1	10	Hispanic=1 White=4 Not Reported= 6	F=5 M=6	N.W=1 Chicago=5 Blank=5	11
Director of Special Education (234)	2	7	Black/African American= 2 White=6 Not Reported= 1	F=6 M=3	E. Central=1 W. Central=3 S.W.=2 Chicago=2 Blank=1	9
Drama/Theater Arts (210)	2	9	White=8 Not Reported= 3	F=8 M=3	N.E.=1 N.W.=3 Chicago=5 Blank=2	11
Foreign Language: Arabic (262)	-	7	White=2 Other=1 Not Reported= 4	F=7	N.W=1 S.E.=1 S.W.=1 Chicago=1 Blank=3	7
Foreign Language: Chinese-Mandarin (251)	1	6	Asian=7	F=7	N.E.=1 Chicago=5 Blank=1	7

Test Field	Faculty	Public School Educator	Race/Ethnicity	Gender	Region	Total
Foreign Language: Korean (257)	-	3	Asian=1 Not Reported=2	F=3	E. Central=1 Blank=2	3
Foreign Language: Latin (258)	-	3	White=3	F=2 M=1	W. Central=1 Chicago=2	3
Physical Education (8)	3	9	Black/ African American= 1 Hispanic=1 White=8 Not Reported= 2	F=6 M=6	W. Central=1 E. Central=1 N.E.=2 S.W.=3 Chicago=4 Blank=1	12
School Social Worker (238)	6	4	Black/African American= 1 Hispanic=1 White=7 2 or more=1	F=10	E. Central=2 N.W.=2 S.W.=2 S.E.=1 Blank=3	10
Science: Biology (239)	4	10	Black/African American= 2 Hispanic=2 White=6 2 or more=1 Not Reported=3	F=12 M=2	W. Central=4 N.W.=1 S.W.=1 S.E.=2 Chicago=4 Blank=2	14
Science: Chemistry (240)	1	12	Black/African American= 2 Hispanic=1 White=7 Not Reported= 3	F=10 M=3	W. Central=1 E. Central=1 N.W.=1 N.E.=1 S.E.=2 Chicago=6 Blank=1	13
Science: Earth and Space Science (241)	1	8	Black/African American= 1 White=7 Not Reported= 1	F=6 M=3	W. Central=1 E. Central=1 N.W.=1 Chicago=2 Blank=4	9

Test Field	Faculty	Public School Educator	Race/Ethnicity	Gender	Region	Total
Science: Environmental Science (242)	1	9	Black/African American= 1 Hispanic=1 Asian=1 White=4 Not Reported= 3	F=7 M=3	N.W.=1 S.E.=1 Chicago=2 Blank=6	10
Science: Physics (243)	1	9	Black/African American= 1 White=6 Not Reported= 3	F=4 M=6	N.E.=1 S.W.=1 Chicago=5 Blank=3	10
Speech Language Pathologist-Non Teaching (232)	1	8	Black/African American= 1 White=7 Not Reported= 1	F=9	E. Central=1 N.W.=2 S.W.=2 Chicago=3 Blank=1	9
Visual Arts (214)	2	15	Asian=1 White=14 2 or more=1 Not Reported=1	F=15 M=2	W. Central=1 E. Central=2 N.W.=1 N.E.=3 Chicago=6 Blank=4	17

Appendix C

Panel-Recommended Cut Scores with Standard Error of Measurement (SEM) Adjustments multiple choice only fields

Field	-2 SEM	-1 SEM	Panel-Recommended Cut Score	+1 SEM	+2 SEM
Business, Marketing, and Computer Education (216)	43	47	51/80	56	60
Computer Science (205)	48	52	56/80	60	64
Director of Special Education (234)	52	56	60/80	64	68
Drama/Theater Arts (210)	47	51	55/80	59	63
Physical Education (213)	47	51	55/80	59	63
School Social Worker (238)	56	59	63/80	67	70
Science: Biology (239)	48	53	57/80	61	65
Science: Chemistry (240)	48	52	56/80	60	64
Science: Earth and Space Science (241)	38	42	47/80	51	56
Science: Environmental Science (242)	46	51	55/80	59	63
Science: Physics (243)	41	45	50/80	54	59

Speech Language Pathologist-Non Teaching (232)	52	56	60/80	64	68
Visual Arts (214)	36	40	45/80	49	53

Appendix D

World Languages (Arabic, Chinese-Mandarin, Korean, Latin) Panel-Recommended Cut Scores (PRC) with SEM Adjustments⁴

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
Foreign Language: Arabic (262)	33	36	39/52	42	45
Constructed-Response 1 Presentational Speaking	3	4	5/8	6	7
Constructed-Response 2 Presentational Writing	3	4	5/8	6	7
Foreign Language: Chinese-Mandarin (251)	25	28	32/52	35	39
Constructed-Response 1 Presentational Speaking	4	5	6/8	7	8
Constructed-Response 2 Presentational Writing	4	5	6/8	7	8
Foreign Language: Korean (257)	27	31	34/52	38	41
Constructed-Response 1 Presentational Speaking	4	5	6/8	7	8
Constructed-Response 2 Presentational Writing	4	5	6/8	7	8
Foreign Language: Latin (258)	16	19	23/52	27	30
Constructed-Response 1 Presentational Speaking	2	3	4/8	5	6
Constructed-Response 2 Presentational Writing	3	4	5/8	6	7

⁴ Constructed-Response Score scale is 1-4. Responses are scored by two independent reviewers. A candidate's final score for each constructed-response assignment is the sum of the two scores received from the reviewers.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Learning Technology Center Intergovernmental Agreement Renewal

Expected Outcome: Approval of Intergovernmental Agreement renewal for fiscal year 2021

Materials: None

Staff Contact(s): Dr. Jennifer Kirmes, Executive Director, Teaching and Learning
Brandi Bruley, Director, Curriculum and Instruction

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board authorize the State Superintendent to renew the intergovernmental agreement (IGA) with Champaign and Ford Counties Regional Office of Education 9 (ROE 9) to administer the Learning Technology Center for fiscal year 2021 for an amount not to exceed \$1,578,180.00.

Background Information/History

Learning Technology Hubs were established in 1996 as seven regional centers and charged with the mission of proactively supporting Illinois public schools by integrating technology and telecommunications in their School Improvement Plans; helping districts with long-range technology plans; and providing professional development in instructional technology, telecommunications, networking, and distance learning. Additionally, they were charged with helping districts remain current with technology by linking them with initiatives in higher education, libraries, museums, and business. They also helped districts expand their internet connectivity. The name of the hubs changed to Learning Technology Centers (LTCs) in 2001 and seven additional centers were added. The funding for the LTCs was decreased in FY 2014 and the number of centers was reduced to seven.

The LTCs were reorganized in FY 2018 to provide services statewide. A statewide director and staff members were hired to fulfill the deliverables identified in the IGA. The FY 2018 reorganization resulted in the determination that four regional staff members are required to be within one of four areas identified using the criteria of the number of districts and square mileage. All other staff can be located anywhere in the state. Appendix A provides information on the Role, Location, Area(s) of Responsibility, and Duties of current LTC staff. So too, LTC intends to add two additional staff to support the Digital Equity Grant programs during FY 2021.

A website (<http://ltcillinois.org/>) was created that provides resources to support all public K-12 districts, schools, and educators through technology initiatives, services, and professional learning opportunities that further seven focus areas:

1. Digital teaching, learning, and leadership
2. Network and technology infrastructure
3. Student data security and safety
4. Equity and access.
5. Data privacy and security
6. Purchasing
7. Community engagement

Administration of this grant by one ROE provides equitable distribution of technology support services statewide and ensures the most efficient operation. FY 2021 projects conducted by the LTC include:

Support for Digital Equity Grant Programs – The LTC will support districts during the application and implementation of Digital Equity Grants. The grant, which focuses on lessening the digital divide across Illinois, will provide districts with additional devices and internet connectivity options and professional learning opportunity for school staff and parents. Through the grant, students will receive increased access to rich digital learning experiences. The LTC will also assist with monitoring the implementation of the grants and reporting to ISBE on their effectiveness at closing the digital divide.

Regional and Onsite Professional Learning – The LTC is a state leader offering in-person and online professional learning. Professional learning opportunities are frequently provided in partnership with ROEs/Intermediate Service Centers and school districts. The primary target audience is educators, administrators, instructional technology coaches, and IT staff.

Illinois School District Technology Survey – A survey was sent to school districts statewide to provide a snapshot of each school district and program in regard to integrating instructional technology and the infrastructure required to support it. More than 350 school districts responded. The data was used to drive planning on how the LTC can best support districts based on needs identified from the survey data.

Leadership in Personalized and Digital Learning – Leadership in Personalized and Digital Learning is a capacity-building program designed to meet the professional learning needs of principals and district leaders as they transition to personalized and digital learning. District leaders are engaged in real-world, value-added activities that are part of a proven cycle of capacity building for their students, teachers, and communities — activities that are essential to the school's transformation.

Webinar Series – The LTC facilitates weekly webinars by partnering with local, state, and national experts. Topics focus on technology integration, data security, networks, and technology infrastructure.

Presenter Bureau – The LTC developed a directory of local, state, and national speakers to provide school districts and educational service agencies with high-quality, experienced presenters to deliver professional learning activities in a variety of ed tech topics and formats.

Networking Meetings – There were 36 regional networking meetings for technology staff and instructional technology coaches delivered throughout Illinois in FY 2019. Forty-eight regional networking meetings have occurred or are currently planned for the remainder of FY 2020.

Technology Consulting and Assistance – The LTC provides district-level IT consulting and assistance to support districts' network operating systems; technical processes; solutions; and management, including software, web services, data security, and statewide technology initiatives (e.g., online assessments, etc.). As of February, the LTC has completed 83 requests for technical assistance or consulting.

Digital Learning Consultation and Assistance – The LTC consults with school districts as they plan, adopt, and evaluate innovative uses of technology within the classroom. Examples include supporting 1:1 implementations (i.e., each child receives a tablet or laptop); consulting with staff developers to identify needs, develop long-term plans, and implement meaningful staff professional development; working with administrators to understand the role and evaluation of technology in student learning; and developing or sharing research-based resources on policies and laws, technology frameworks, online and blended learning, digital citizenship, emerging technologies, and instructional technology coaching.

Data Privacy and Cyber Security – The LTC provides support, guidance, and resource identification related to data security and practices. This includes hosting the securED conference, a two-day event attended by approximately 350 people that examines the legal and technical requirements and strategies for protecting student data and preventing cybersecurity incidents.

Student Data Privacy Consortium – The Student Data Privacy Consortium (SDPC) is a nationwide consortium with 25-plus State Alliance member organizations as well as individual entities that develop tools and resources to protect student information. The SDPC's vision is to develop common activities, artifacts, templates, tools, and effective practices that can be leveraged through a unique collaborative of end users and marketplace providers working together. LTC Illinois is an Alliance member. This information is shared with districts through in-person meetings, online forums, regional workshops, direct emails, and their website.

E-Rate Access and Funding Support – The LTC works with districts to obtain access to broadband connectivity to devices, resources, and funding. A large portion of the assistance focuses on E-rate consultation, training, and advocacy. The LTC facilitates two dozen workshops through the fall and the spring throughout the state to advise districts on the application process, review of vendor proposals, and the choosing of these vendors in compliance with the E-rate rules.

Illinois Learning Technology Purchase Program – The Illinois Learning Technology Purchase Program (ILTPP) is a statewide cooperative of Illinois K-12 educational entities that increases the buying power and expertise to procure technology products and services at better prices than is available to an individual organization.

LTC Online Community – The LTC facilitates an online community open to all educators, coaches, administrators, technology staff, and educational leaders. At least one representative from 812 school districts are part of the online professional learning community. Participants discuss educational technology issues, share resources, and identify solutions on topics, such as research-based strategies for teaching with technology; create digital formative and summative assessments integrate technology standards into the curriculum; work with parents and community partners to discuss the role of technology in student learning; develop e-learning plans for inclement weather; and collaborate on technology-rich educational opportunities that encourage student creation, digital citizenship, computational thinking, communication, and collaboration.

Current Status: Active IGA

Relevant Data:
FY20 Events by Type

Type of Events	Q1	Q2	Q3	Q4*	Type Total
Regional Workshops	41	46	57	65	209
Networking Meetings	3	20	34	17	74
Statewide Conferences	1	1	7	3	12
Webinars	3	11	13	16	43
Online Courses	4	10	4	10	28
Administrator Academies	2	0	2	2	6
Sessions at Conferences	2	23	10	0	35
Onsite/Virtual District PD	20	5	11	7	43
Total	76	116	138	120	450

* Anticipated events in Q4 based on current plans/agreements.

FY20 Events by District Demographic of Attendees

White	579,597
Black or African American	243,831
Asian	66,653
Hispanic or Latino	350,682
American Indian	3,285
Native Hawaiian or Other Pacific Islander	1,478
Two or More Races	48,104

<i>TOTAL</i>	1,293,630

Financial Background

It is expected that \$1,578,180 will be released via an IGA to facilitate distribution of services statewide by the LTC beginning on July 1, 2021. Of that total, \$178,180 is federal funding.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$579,333					\$ 579,333
FY19	\$1,283,682					\$1,283,682
FY20	\$1,400,000					\$1,400,000
FY21				\$1,400,00	\$178,180	\$1,578,180
Total						\$4,841,195

Business Enterprise Program (BEP)

The IGA is exempt from the agency BEP goal.

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

Policy Implications: Approval of the IGA renewal will allow the LTC to continue to provide technology services (both instructional technology and technology support) to schools, teachers, and administrators throughout Illinois

Budget Implications: State funding sources contingent upon FY 2021 appropriation.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Approval of the IGA with ROE 9 will enable LTC services to be delivered to schools throughout Illinois.

Cons: The LTC works closely with district and regional staff and technology coordinators to support technology integration, infrastructure, and online assessment administration. Without LTC, districts would be responsible to develop their own educational technology professional learning experiences. Also, districts would have to pay for E-rate consulting services. ISBE would not have the LTC support for the Digital Equity Grant programs.

Board Member(s) Who Will Abstain: Jane Quinlan

Appendix A:

Role	ROE Office Location	Area of Responsibility	Duties and Responsibilities
Director of the Learning Technology Center	ROE 9 – Champaign and Ford Counties	Statewide	▪ Leads the development, implementation, and support of the LTC program and staff, statewide educational technology initiatives, technology services, and professional learning experiences. ▪ Establishes and fosters partnerships. ▪ Leads continuing improvement processes. ▪ Coordinates the Digital Learning Advisory Council.
Regional Educational Technology Coordinator	DuPage ROE	NE Illinois, including Chicago and its suburbs	• Facilitates in-person and online professional learning events regionally and statewide. • Facilitates regional meetings for technology staff, technology coaches/specialists, and teachers. • Provides consultation and support to districts and schools related to digital learning, technology integration, and technology infrastructure. • Develops, identifies, and shares instructional materials, resources, and best practices.
Regional Educational Technology Coordinator	ROE 47 – Lee, Ogle, Whiteside Counties	NW Illinois, including Rockford and Quad Cities	• Facilitates in-person and online professional learning events regionally and statewide. • Facilitates regional meetings for technology staff, technology coaches/specialists, and teachers. • Provides consultation and support to districts and schools related to digital learning, technology integration, and technology infrastructure. • Develops, identifies, and shares instructional materials, resources, and best practices.
Regional Educational Technology Coordinator	ROE 1 – Adams, Brown, Cass, Morgan, Pike, Scott Counties	Central Illinois, including Quincy, Springfield, Decatur	• Facilitates in-person and online professional learning events regionally and statewide. • Facilitates regional meetings for technology staff, technology coaches/specialists, and teachers. • Provides consultation and support to districts and schools related to digital learning, technology integration, and technology infrastructure. • Develops, identifies, and shares instructional materials, resources, and best practices.
Regional Educational Technology Coordinator	ROE 41 – Madison County	Southern Illinois, including Metro East area, Carbondale, Marion, Mount Vernon	• Facilitates in-person and online professional learning events regionally and statewide. • Facilitates regional meetings for technology staff, technology coaches/specialists, and teachers. • Provides consultation and support to districts and schools related to digital learning,

			technology integration, and technology infrastructure. • Develops, identifies, and shares instructional materials, resources, and best practices.
Digital Learning Coordinator	ROE 33 – Henderson, Knox, Mercer, Warren Counties	Statewide	• Leads and develops events, programs, and resources in support of digital learning, digital citizenship, emerging technologies, instructional issues and trends, technology Integration, and teacher practices. • Coordinates all technology-related professional learning experiences. Identifies needs, develops and implements plans. • Develops instructional materials and resources. • Coordinates Monthly Webinar Series. • Manages Speakers Bureau. • Manages Instructional Technology Coach Network.
Network and Technology Coordinator	Roe 51 – Sangamon and Menard Counties	Statewide	▪ Develops and identifies services and resources to support districts' network operating systems; technical processes; solutions; and management, including software, web services, data security; and statewide technology initiatives. ▪ Provides technical consultation and support to districts and schools. ▪ Leads and facilitates professional learning events related to technology and network services. ▪ Facilitates Data Security Working Group. ▪ Manages Technology Coordinator Network.
Digital Access Coordinator	ROE 12 – Clay, Crawford, Jasper, Lawrence, and Richland Counties	Statewide	▪ Serves as state E-rate coordinator. ▪ Supports districts in obtaining foundational access to broadband, equipment, systems, and infrastructure needed for digital learning. ▪ Assist districts in identifying viable funding sources for short and long-term technology purchases. ▪ Leads and facilitates professional learning events related to funding, access, and digital learning. ▪ Manages E-Rate Consultant Network.
Online Learning Specialist	ROE 26 – Fulton, Hancock, McDonough, and Schuyler Counties	Statewide	• Leads and develops courses, programs, and resources in support of online learning, remote learning, and e-learning. • Manages online learning management system.
Project Manager	ROE 9 – Champaign and Ford Counties	Statewide	▪ Provide programmatic and operational support to LTC staff. ▪ Manages internal data systems, processes, and audits. ▪ Manages event registration system. ▪ Coordinates LTC website development.

			- Manages LTC financial processes. - Develops newsletter campaigns.
* ILTPP Program Manager	ROE 9 – Champaign and Ford Counties	Statewide	- Leads the development, implementation, evaluation, and support of the ILTPP program. - Leads the continuing improvement process for the program. - Lead and develop strategic business relationships with industry partners and external stakeholders, including school districts, nonprofit organizations, state agencies, ROEs, education associations, and postsecondary education institutions. - Negotiates contractual agreements with industry partners. - Provides support to districts and schools in the use of the program. - Facilitates the ILTPP Advisory Council.
* ILTPP Marketing Coordinator	ROE 9 – Champaign and Ford Counties	Statewide	- Executes the day-to-day delivery of email marketing campaigns, product literature, monthly newsletters, event materials, etc. - Plans and executes marketing initiatives to reach the target audience through appropriate channels. - Acts as liaison with external vendors to execute promotional events and campaigns. - Enters, maintains, and analyzes data to expand program effectiveness. - Maintains ILTPP website.
* ILTPP Cooperative Purchasing Coordinator	ROE 9 – Champaign and Ford Counties	Statewide	Provides operational support for cooperative purchasing.

* Positions that are funded through Illinois Technology Purchase Program funds.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement with Learning Technology Center for \$1,400,000 for services for FY 2021.

Next Steps

Upon Board authorization, agency staff will enter into an intergovernmental grant agreement in accordance with the approved motion

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education
Irma Snopek, Policy and Communications Officer

Agenda Topic: Legislative Update

Expected Outcome: For the Board to be informed of actions taken by the General Assembly in respond to the COVID-19 Pandemic

Materials: None

Staff Contact(s): Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Rules Coordinator
Hector Rodriguez, Director, Government Relations

Purpose of Agenda Item

To inform the Board of actions taken by the General Assembly relating to the COVID-19 pandemic over the Spring legislative regular/special session.

Summary

The House and Senate adjourned on Sunday, May 24. The General Assembly tackled a set of specific issues during its regular/special session in response to the COVID-19 pandemic, including multiple efforts for education, business and local government needs, worker protections, and health care, as well as passage of the FY 21 budget, reauthorization of the hospital assessment program, creation of a Chicago casino license, and allowing vote by mail in the 2020 General Election. The legislature returns for the fall veto session November 17-19 and December 1-3.

The bills listed below passed both the House and Senate and await action by the Governor.

SB 1569 (Bertino-Tarrant/Davis) is the education omnibus bill passed during special session. While this bill is not strictly an initiative of the agency, it includes many ISBE priorities. The bill is effective immediately and it includes the following K-12 education provisions:

- ISBE requested multiple changes to assist the agency, schools and districts in the response to the COVID-19 pandemic. All requested priorities were included. The legislation creates remote learning and blended remote learning days, waives and modifies licensure requirements, graduation and coursework requirements, educator evaluations, submission of dental and vision exams, and allows early childhood grantees to serve as emergency childcare centers. Additionally, it waives State assessment requirements when the State receives a waiver from the U.S. Department of Education.
- Previously filed as HB 5577 (Davis), amends the School Code. Clarifies that clerks should calculate future tax extensions for districts receiving Property Tax Relief Pool Grants as if there were no abatement in the two years following the year in which a grant is received. This adjustment would help ensure that two years of abatement do not impair future tax extension growth.
- Previously filed as SB 3601 (Martinez), amends the School Code to require within 10 days after a superintendent, regional office of education, or entity that provides background checks of license holders to public schools receives information of a pending criminal charge against a license holder for certain offenses, requires the superintendent, regional office of education, or entity to notify the State Superintendent of Education of the pending criminal charge. This is a trailer bill to PA 101-0531.
- Previously filed as SB 3483 (Bertino-Tarrant), amends the School Code to support educator recruitment, preparation, and support including: 1) makes licenses endorsed for visiting international educators valid for five years (currently three); 2) allows career and technical education teachers to renew their licenses with a test of workplace proficiency, not just educators whose license was issued July 1, 2015, or after; 4) requires international educators to complete an English proficiency exam; and, 3) updates language to conform with current licensure nomenclature.
- Previously filed as SB 3521 (Belt)/HB 5579 (Mayfield), amends the School Code to allow district intervention funds to be added to an organizational unit's base funding minimum if the

organizational unit (i) is operating under an Independent Authority or is subject to State Board of Education control pursuant to a court order for at least 4 school years; (ii) was designated as a Tier 1 or Tier 2 organizational unit in the previous school year; (iii) is operating under financial planning approved by the Independent Authority or the governing board of the organizational unit if under State Board control pursuant to a court order, and (iv) has made sufficient progress and achieved sufficient stability in the areas of governance, academic growth, and finances. Sets forth the procedures for adding district intervention money to the base funding minimum, including requiring General Assembly approval.

- Includes trailer language to PA 101-515 which represents negotiated changes to IEP meeting protections and response to intervention protocols. Allows parents or guardians to choose method of delivery for IEP documents and only requires services logs to be made available for speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services and school nursing services.
- Extends the ability of school districts to transfer among funds through July 1, 2021.
- Moves CPS Local School Council Elections scheduled for Spring 2020 to the first semester Parent Report Card Pick-up Day of the 2020-2021 school year.
- Amends the IL Articulation Initiative General Education statute to require courses taken during a public health emergency to be transferrable and graded as 'pass,' 'credit,' or 'satisfactory.'

SB 1937 (Lightford/Welch) – Amends the School Code to allow certain school districts to issue bonds after getting referendum approval. Effective immediately.

- Komarek School District 94 (Ford/Lightford)
- Berkeley School District 87 (Welch/Lightford)
- Schiller Park School District 81 (Stephens/Martwick)
- Greenvew Community Unit School District 200 (Butler/Brady)
- Williamsville Community Unit School District 15 (Butler/Brady)
- Elmwood Park Community Unit School District 401 (Lilly/Harmon)
- Maroa-Forsyth Community Unit School District 2 (Caulkins/Rose)

SB 1857 (Martinez/Burke) – Among other changes, extends the sunset for retired personnel employed by a school district to June 30, 2021 (for persons who may work 120 days or 600 hours). Effective immediately.

SB 1863 (Morrison/Burke) Among other changes, mandates November 3, 2020 (Election Day 2020) be deemed a State holiday and therefore schools shall be closed. Also requires schools to be used as a polling place, if requested by the local election authority, that must also follow necessary safety measures. Effective immediately.

HB 2096 (Willis/Murphy) Makes changes regarding the remote operating of townships during a public health emergency. Includes language allowing bids for school construction purposes to be opened electronically. Effective immediately.

HB 2455 (Hoffman/Holmes) Makes changes to the Workers' Compensation laws. School staff are considered 'essential employees' and therefore may qualify for workers comp if they encountered members of the general public and contracted COVID-19. Effective immediately.

Emergency Rulemaking Relative to COVID-19

ISBE has filed additional emergency rules listed below. Agency staff will also be drafting any accompanying rules to the Public Acts created by the legislation passed by the General Assembly in its regular/special session.

- Emergency Amendment to Part 151, filed on May 15, 2020, ensures that an applicant that submitted an application for a school maintenance project grant after the application deadline announced by the State Superintendent, but prior to April 21, 2020, is eligible to have the submitted application reviewed by the State Board and, if approved, may be issued a grant award for disbursement.
- Emergency Amendment to Part 1, filed on May 1, 2020, waives the application submission deadlines for entities that offer professional development activities that wish to apply to the State Board of Education for approval to conduct leadership training activities for members of Illinois boards of education or Independent Authorities.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Fiscal Year 2021 Budget Passed by General Assembly

Expected Outcome: Summary Update of Fiscal Year 2021 Budget Passed by General Assembly

Materials: Exhibit A – Fiscal Year 2021 Operating Budget Passed by General Assembly
Exhibit B – Fiscal Year 2021 Capital Budget Passed by General Assembly

Staff Contact: Scott Harry, Director, Budget and Financial Management

Purpose of Agenda Item

The purpose of this agenda item is to update the Board on the fiscal year 2021 operating and capital budgets passed by the General Assembly.

Background Information/History

The General Assembly passed two budget bills (Senate Bill 264 with House Amendment 5 for the operations budget and House Bill 64 with Senate Amendment 1 for the capital budget) on May 24, 2020. These appropriations bills include both FY 2021 operations and capital funding and three FY 2020 supplemental appropriations for the Illinois State Board of Education (ISBE). Appropriations in these bills are subject to gubernatorial action. Funding for all appropriations is shown in Exhibits A and B.

The General Assembly's FY 2021 operating budget for ISBE generally appropriates amounts at FY 2020 levels for General Funds. The passed budget for other state funds and federal funds is generally at the Board-recommended level after adjusting for federal appropriations that are added for awards funded by the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Exhibit A compares FY 2021 appropriations passed by the General Assembly to the Board's recommended budget for FY 2021 and FY 2020 appropriations.

The General Assembly will continue to monitor the FY 2021 budget to assess the financial impact of the COVID-19 pandemic and the state's response to this situation. Lawmakers have stated future legislative action may be necessary to adjust the budget depending on possible federal assistance (loans and/or stimulus awards to offset declining state revenues), revenue forecasts, and spending priorities. It is also unknown whether the income tax rates set forth under Public Act 101-0008 will go into effect on Jan. 1, 2021. Voters will either approve or disapprove the proposed amendment to the Illinois Constitution to allow the state to impose a graduated income tax structure in the upcoming November General Election.

The FY 2021 General Funds budget for ISBE is \$8.896 billion, which represents a \$1.6 million or 0.02 percent increase when compared to FY 2020 appropriations (including supplementals, pending gubernatorial action).

Evidence-Based Funding

Evidence-Based Funding (EBF) in FY 2021 is designed to ensure all school districts and other units receive the Base Funding Minimum level. No amounts are appropriated for tier funding or Property Tax Relief Grant Pool Funds. A separate \$1 million appropriation is included in the budget as a contingency to ensure distributions from EBF are at the Base Funding Minimum level.

Mandated Categorical Reimbursements

The FY 2021 budget funds the Mandated Categorical Reimbursement (MCAT) lines at the FY 2020 appropriation levels except Orphanage Tuition, which is decreased by \$200,000 to fund this line at the Board-recommended level. Table 1 shows the estimated FY 2021 proration levels for each of the MCAT lines.

Table 1

Program Name	FY 2020 Proration Level	FY 2021 Estimated Proration Level
Transportation-Regular/Vocational	84%	83%
Transportation-Special Education	83%	80%
Special Education-Private Tuition	80%	70%
Orphanage Tuition	100%	100%
Special Education – Orphanage Tuition	100%	100%
Illinois Free Lunch/Breakfast	29% est.	29%

Early Childhood Education

The FY 2021 budget funds the Early Childhood Block Grant at the FY 2020 appropriation level. There is an estimated \$7 million shortfall in this line to fully fund all early childhood programs in FY 2021. Program staff are currently identifying unspent FY 2020 funds to use to forward fund programs next fiscal year along with other budgetary adjustments to minimize or eliminate the need to prorate grant amounts in FY 2021.

Assessments

The FY 2021 budget funds assessments at the FY 2020 appropriation amount for the General Revenue Fund (GRF) at \$46.5 million. The FY 2021 funding level for GRF is \$10.7 million less than the level recommended by the Board. The impact of this reduction depends on the outcome of procurements, utilization of federal funding, and other potential budget reductions to assessments. Additional assessments will be conducted in FY 2021 to allow students to take tests that were canceled this spring.

State and federal funding will allow the agency to implement an assessment system to meet diverse student needs and to better understand the quality of public education and equity outcomes for all children. Assessments will be conducted in multiple grades to ensure student growth can be calculated for the overall summative rating in the accountability system.

Elevating Educators

The FY 2021 budget passed by the General Assembly did not fund the Board's recommended increases of \$41.25 million for Elevating Educator initiatives.

The FY 2021 budget includes \$1.5 million for National Board Certification. These funds provide support to teachers and school counselors seeking National Board Certification, with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students.

The budget also includes \$1 million for Teach for America. Teach for America recruits, supports, and places teachers in schools serving low-income students. The program recruits outstanding and diverse leaders (prioritizing minority teachers who reflect the racial and ethnic backgrounds of students they will serve) who have demonstrated a commitment to expand opportunity and access for all children inside and outside of the classroom.

Advanced Placement Low-Income AP Test

A total of \$2.5 million is appropriated for the Advance Placement (AP) Low-Income AP Test Fee, which is the amount the Board recommended. This is an increase of \$500,000 over FY 2020.

ISBE's coverage of a portion of the test fee ensures that all students across Illinois, regardless of their ability to pay, have access to and participate in high-quality learning opportunities. Reducing and

eliminating barriers for students identified as low income so that they can complete AP exams will continue to increase access to well-rounded, rigorous learning opportunities and support college readiness.

Career and Technical Education

The FY 2021 budget funds Career and Technical Education at \$43.1 million, which is the same funding level as FY 2020.

This funding allows the state to meet the federal matching requirement of the Carl D. Perkins Career and Technical Education Act of 2006, which was reauthorized in July 2018 as the Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V). It leverages approximately \$44.7 million in annual federal funding.

District Intervention

The General Assembly appropriated \$12.1 million for District Intervention in FY 2021, which is the same funding level as FY 2020.

This line provides grant funding to East St. Louis SD 189 and North Chicago CUSD 187. These interventions resulted in the placement of Financial Oversight Panels and assumption of control of the governance in both school districts. These districts have limited financial resources and rely heavily on state and federal funding.

District Consolidation Costs

The General Assembly appropriated \$213,000 for this line for FY 2021. This is the same amount as the Board's recommendation. The purpose of this program is to ensure that districts undergoing consolidation and annexation achieve and maintain financial health. This line funds reorganization feasibility studies and provides financial assistance to new or annexing districts.

After-School Programs

The After-School Programs funding level for FY 2021 is \$20 million, which is the same level of funding as FY 2020. These programs offer locally designed school and community solutions that help students learn and grow, keep children and teenagers safe, and support family engagement.

Agency Capacity, Regional Services, and Educator Quality Investigations and Hearings

The General Assembly appropriated funding at the FY 2020 levels for Agency Capacity and Educator Quality Investigations and Hearings. The agency did not receive funding from the Personal Property Tax Replacement Fund for Regional Services. As a result, this department will be funded from the Agency Capacity line in FY 2021. The aggregated funding level for these items are 13 percent less than the Board-recommended level. Approximately 70 percent of the Agency Capacity appropriation is used to support the agency's payrolls; the agency will continue to prioritize funding for its staffing plan. The agency will take necessary budget actions to manage within the appropriations provided by the General Assembly. The agency will utilize federal funding sources and take other budgetary actions to fund other priorities.

General Funds Miscellaneous Highlights

- The following are new appropriations added by the General Assembly:
 - Mental Health Services - \$1 million;
 - Parent Education Pilot Program - \$350,000;
 - Science, Technology, Engineering, and Math (STEM) Program - \$200,000;
 - YouthBuild Illinois - \$2.5 million; and
 - School of the Art Institute of Chicago - \$30,000.

Other State Funds

The General Assembly's budget for other state funds is the same as the Board-recommended level, except for the two following line items:

- The General Assembly did not provide an appropriation from the Personal Property Replacement Tax Fund for Regional Services. The Board recommended \$810,000 for Regional Services in FY 2021. The agency will use its GRF administrative budget for Regional Services.

- An appropriation of \$2.5 million was added for a school Science, Technology, Engineering, Arts, and Math (STEAM) Grant Program. This new program relies on revenues from a new lottery scratch-off ticket; funding for this grant program will be limited by the amount of lottery scratch-off tickets sold for this purpose.

The School STEAM Grant Program Fund, authorized by 105 ILCS 5/2-3.119a, is for the purpose of making science, technology, engineering, art, and math programming available to low-income students in disadvantaged neighborhoods. School STEAM grants shall be made available to public schools, charter schools, area vocational centers, and laboratory schools in which the percentage of students classified as low income exceeds the state average. Grant recipients shall use grant proceeds to conduct, or contract with a third party to conduct, programming that educates, encourages, and promotes obtaining skills and career opportunities in the fields of science, technology, engineering, art, and math. Priority shall be given to programs that provide hands-on experience and programs that focus on promoting young women to enter into the fields of science, technology, engineering, art, and math.

Federal Funds

The Board and General Assembly's funding levels are the same for federal fund appropriations, except for two federal reappropriations added for the CARES Act. These are FY 2021 reappropriations since the agency received the same amounts as FY 2020 supplemental appropriations. The FY 2021 reappropriations for CARES Act education awards are as follows:

- The Elementary and Secondary School Emergency Relief (ESSER) Fund was reappropriated at \$569.5 million. The CARES Act requires that 90 percent of the funds must be granted to Local Education Agencies and charter schools based on the Title I Low-Income funds received in FY 2020. The State Education Agency (SEA) will use 9.5 percent of the funds to address the digital divide for devices (laptops and tablets), connectivity, professional development, virtual coaching, and funding for non-Title I entities. An allocation of 0.5 percent will be used for administrative expenses of the SEA.
- The Governor's Emergency Education Relief (GEER) Fund was reappropriated at \$108.5 million. ISBE will serve as the fiscal agent for this award for the Office of the Governor. The Governor and the Governor's Office of Management and Budget will control the distribution of funds for elementary and secondary education and higher education.

Capital Funds

The General Assembly passed a separate capital bill, House Bill 64 with Senate Amendment 1, for the FY 2021 capital budget. (See Exhibit B.) There are no new capital funds appropriated to ISBE but reappropriations were included for all capital lines appropriated to the agency in FY 2020 as follows:

- District Broadband Expansion - \$14.9 million
- Severely Overcrowded School Construction grants - \$25 million
- School Maintenance for grants to school districts other than Chicago Public Schools - \$200 million from School Infrastructure Fund
- School Maintenance for grants to school districts other than Chicago Public Schools - \$40 million from School Infrastructure Fund (awards pending the Illinois Office of the Comptroller processing priorities)
- School Maintenance grants - \$4.4 million from School Construction Fund (awards pending the Illinois Office of the Comptroller processing priorities)

FY 2020 Supplementals

The General Assembly included the following FY 2020 supplemental appropriations in the budget bill in Senate Bill 264 with House Amendment 5 as follows:

- Special Education – Orphanage Tuition – An increase of \$11.2 million to fully fund this line for FY 2020 in order to pay 100 percent of claims;
- Two new appropriation for the CARES Act:

- ESSER – A new appropriation at \$569.5 million as described in the Federal Funds section on the previous page.
- GEER – A new appropriation of \$108.5 million as described in the Federal Funds section.

Recommendations:

This budget summary is for information purposes only and does not require Board action.

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 Operations Budget Passed by General Assembly (SB264 with House Amendment 5)
May 24, 2020

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Enacted Budget PA 101-007 and SB264 w/ HA5**	FY 2021 Board Recommendation	FY21 Proposed Budget SB264 w/ HA5	Comparison of FY 2021 Operations Budget Compared to				
					FY 2020 Enacted Budget		FY 2021 Board Recommendation		
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	Increase (Decrease)
GENERAL FUNDS									
<u>All Goals*</u>									
	Evidence-Based Funding	7,214,813.2	7,724,813.2	7,216,938.2	2,125.0	0.03%	(507,875.0)		(6.6%)
	Base Funding Minimum Contingency	0.0	0.0	1,000.0	1,000.0	100.00%	1,000.0		100.0%
	Early Childhood Education	543,738.1	643,738.1	543,738.1	0.0	0.0%	(100,000.0)		(15.5%)
	Philip J. Rock Center and School	3,777.8	4,218.6	3,777.8	0.0	0.0%	(440.8)		(10.4%)
	State and District Technology Support	2,443.8	3,350.0	2,443.8	0.0	0.0%	(906.2)		(27.1%)
	Subtotal, All Goals	7,764,772.9	8,376,119.9	7,767,897.9	3,125.0	0.0%	(608,222.0)		(7.3%)
<u>Learning Conditions/Student Learning*</u>									
	Transportation - Special Education	387,682.6	410,477.2	387,682.6	0.0	0.0%	(22,794.6)		(5.6%)
	Transportation - Regular/Vocational	289,200.8	320,166.2	289,200.8	0.0	0.0%	(30,965.4)		(9.7%)
	Special Education - Private Tuition	152,320.0	173,760.0	152,320.0	0.0	0.0%	(21,440.0)		(12.3%)
	Special Education - Orphanage Tuition	91,700.0	91,700.0	91,700.0	0.0	0.0%	0.0		0.0%
	Illinois Free Lunch and Breakfast	9,000.0	9,000.0	9,000.0	0.0	0.0%	0.0		0.0%
	Orphanage Tuition	10,100.0	9,900.0	9,900.0	(200.0)	(2.0%)	0.0		0.0%
	Subtotal, Learning Conditions/Student Learning	940,003.4	1,015,003.4	939,803.4	(200.0)	(0.0%)	(75,200.0)		(7.4%)
<u>Elevating Educators/Student Learning*</u>									
	Career and Technical Education Programs	43,062.1	53,062.1	43,062.1	0.0	0.0%	(10,000.0)		(18.8%)
	Subtotal, Elevating Educators/Student Learning	43,062.1	53,062.1	43,062.1	0.0	0.0%	(10,000.0)		(18.8%)
<u>Elevating Educators*</u>									
	Teacher Mentoring	0.0	8,000.0	0.0	0.0	0.0%	(8,000.0)		(100.0%)
	Diverse Educator Recruitment	0.0	5,000.0	0.0	0.0	0.0%	(5,000.0)		(100.0%)
	Educators Rising	0.0	1,000.0	0.0	0.0	0.0%	(1,000.0)		(100.0%)
	Golden Apple	0.0	15,000.0	0.0	0.0	0.0%	(15,000.0)		(100.0%)
	Illinois School Psychology Internship Consortium	0.0	50.0	0.0	0.0	0.0%	(50.0)		(100.0%)
	Principal Mentoring	0.0	1,000.0	0.0	0.0	0.0%	(1,000.0)		(100.0%)
	Teach for America	1,000.0	2,000.0	1,000.0	0.0	0.0%	(1,000.0)		(50.0%)
	Teacher of the Year	0.0	200.0	0.0	0.0	0.0%	(200.0)		(100.0%)
	Subtotal, Elevating Educators	1,000.0	32,250.0	1,000.0	0.0	0.0%	(31,250.0)		(96.9%)
<u>Learning Conditions*</u>									
	Community Partnerships for Student Health & Well-Being	0.0	10,000.0	0.0	0.0	0.0%	(10,000.0)		(100.0%)
	Educator Quality Investigations & Hearings	429.9	475.0	429.9	0.0	0.0%	(45.1)		(9.5%)
	Southwest Organizing Project	3,500.0	4,750.0	3,500.0	0.0	0.0%	(1,250.0)		(26.3%)
	Student Care Department	0.0	2,200.0	0.0	0.0	100.0%	(2,200.0)		(100.0%)
	Community and Residential Services Authority	650.0	700.0	650.0	0.0	0.0%	(50.0)		(7.1%)
	Subtotal, Learning Conditions	4,579.9	18,125.0	4,579.9	0.0	0.0%	(13,545.1)		(74.7%)
<u>Student Learning*</u>									
	Assessments	46,500.0	57,200.0	46,500.0	0.0	0.0%	(10,700.0)		(18.7%)
	Advanced Placement - Low-Income AP Test Fee	2,000.0	2,500.0	2,500.0	500.0	25.0%	0.0		0.0%
	Subtotal, Student Learning	48,500.0	59,700.0	49,000.0	500.0	1.0%	(10,700.0)		(17.9%)

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 Operations Budget Passed by General Assembly (SB264 with House Amendment 5)
May 24, 2020

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Enacted Budget PA 101-007 and SB264 w/ HA5**	FY 2021 Board Recommendation	FY21 Proposed Budget SB264 w/ HA5	Comparison of FY 2021 Operations Budget Compared to				
					FY 2020 Enacted Budget		FY 2021 Board Recommendation		
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	Increase (Decrease)
<u>All Goals*</u>									
District Intervention	System of Support	12,100.0	12,100.0	12,100.0	0.0	0.0%	0.0		0.0%
Agriculture Education	System of Support	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0		0.0%
GATA/Budgeting for Results	System of Support	260.0	260.0	260.0	0.0	0.0%	0.0		0.0%
School Support Services	Resource Allocation	1,002.8	0.0	0.0	(1,002.8)	(100.0%)	0.0		0.0%
Tax Equivalent Grants	System of Support	222.6	222.6	222.6	0.0	0.0%	0.0		0.0%
Subtotal, All Goals		18,585.4	17,582.6	17,582.6	(1,002.8)	(5.4%)	0.0		0.0%
<u>Elevating Educators*</u>									
National Board Certification	Educator Support, Recruitment, and Preparation	1,500.0	1,500.0	1,500.0	0.0	0.0%	0.0		0.0%
Subtotal, Elevating Educators		1,500.0	1,500.0	1,500.0	0.0	0.0%	0.0		0.0%
<u>Learning Conditions*</u>									
After-School Programs	System of Support	20,000.0	20,000.0	20,000.0	0.0	0.0%	0.0		0.0%
Truants' Alternative and Optional Education	System of Support	11,500.0	11,500.0	11,500.0	0.0	0.0%	0.0		0.0%
After School Matters	System of Support	3,443.8	3,443.8	3,443.8	0.0	0.0%	0.0		0.0%
District Consolidation Costs	System of Support	218.0	213.0	213.0	(5.0)	(2.3%)	0.0		0.0%
Autism	System of Support	100.0	100.0	100.0	0.0	0.0%	0.0		0.0%
Subtotal, Learning Conditions		35,261.8	35,256.8	35,256.8	(5.0)	(0.0%)	0.0		0.0%
<u>Student Learning*</u>									
Alternative Education - Regional Safe Schools	System of Support	6,300.0	6,300.0	6,300.0	0.0	0.0%	0.0		0.0%
Materials Center for the Visually Impaired	System of Support	1,421.1	1,421.1	1,421.1	0.0	0.0%	0.0		0.0%
Blind and Dyslexic	System of Support	846.0	846.0	846.0	0.0	0.0%	0.0		0.0%
Advance Placement - Course Implementation	Student Assessment	500.0	500.0	500.0	0.0	0.0%	0.0		0.0%
Subtotal, Student Learning		9,067.1	9,067.1	9,067.1	0.0	0.0%	0.0		0.0%
<u>Member Initiatives</u>									
Mental Health Services		1,000.0	0.0	1,000.0	0.0	0.0%	1,000.0		0.0%
STEM Programs		200.0	0.0	200.0	0.0	0.0%	200.0		0.0%
Parent Education Pilot Program		175.0	0.0	350.0	175.0	100.0%	350.0		0.0%
YouthBuild Illinois		2,500.0	0.0	2,500.0	0.0	0.0%	2,500.0		0.0%
Mobile Tolerance Education Center		1,000.0	0.0	0.0	(1,000.0)	(100.0%)	0.0		0.0%
School of the Art Institute of Chicago		30.0	0.0	30.0	0.0	0.0%	30.0		0.0%
Subtotal, Member Initiatives		4,905.0	0.0	4,080.0	(825.0)	(16.8%)	4,080.0		0.0%
TOTAL - GRANTS		8,871,237.6	9,617,666.9	8,872,829.8	1,592.2	0.02%	(744,837.1)		(7.7%)
Agency Capacity		23,217.2	25,800.0	23,217.2	0.0	0.0%	(2,582.8)		(10.0%)
GENERAL FUNDS TOTAL		8,894,454.8	9,643,466.9	8,896,047.0	1,592.2	0.02%	(747,419.9)		(7.8%)
OTHER STATE FUNDS									
AGENCY CAPACITY--OTHER STATE FUNDS									
Ordinary & Contingent Expenses - Indirect Cost Recovery		7,990.0	8,150.0	8,150.0	160.0	2.0%	0.0		0.0%
Ordinary & Contingent Expenses - Charter Schools		0.0	1,050.0	1,050.0	1,050.0	100.0%	0.0		0.0%
Ordinary & Contingent Expenses - Teacher Certificate Fees		6,000.0	6,000.0	6,000.0	0.0	0.0%	0.0		0.0%
Ordinary & Contingent Expenses - Regional Services		0.0	810.0	0.0	0.0	100.0%	(810.0)		(100.0%)
Ordinary & Contingent Expenses - ISBE Teacher Cert. Institute		2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0		0.0%
Ordinary & Contingent Expenses - School Infrastructure Fund		600.0	600.0	600.0	0.0	0.0%	0.0		0.0%
Subtotal, Agency Capacity		16,798.9	18,818.9	18,008.9	1,210.0	7.2%	(810.0)		(4.3%)
TOTAL - AGENCY CAPACITY		16,798.9	18,818.9	18,008.9	1,210.0	7.2%	(810.0)		(4.3%)
STATE CHARTER SCHOOL COMMISSION									
State Charter School Commission Fund		1,250.0	0.0	0.0	(1,250.0)	(100.0%)	0.0		0.0%
Subtotal, State Charter School Commission		1,250.0	0.0	0.0	(1,250.0)	(100.0%)	0.0		0.0%

Exhibit A

ILLINOIS STATE BOARD OF EDUCATION
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May 24, 2020

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Enacted Budget PA 101-007 and SB264 w/ HA5**	FY 2021 Board Recommendation	FY21 Proposed Budget SB264 w/ HA5	Comparison of FY 2021 Operations Budget Compared to				
					FY 2020 Enacted Budget		FY 2021 Board Recommendation		
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	Increase (Decrease)
	GATA/Budgeting for Results - Indirect Cost Recovery	0.0	600.0	600.0	600.0	0.0%	0.0		0.0%
GRANTS--OTHER STATE FUNDS									
	Drivers Education Fund	16,000.0	16,000.0	16,000.0	0.0	0.0%	0.0		0.0%
	Personal Property Replacement Tax Fund - ROE Salaries	11,200.0	11,400.0	11,400.0	200.0	1.8%	0.0		0.0%
	Personal Property Replacement Tax Fund - ROE Services	6,970.0	6,970.0	6,970.0	0.0	0.0%	0.0		0.0%
	Personal Property Replacement Tax Fund - Bus Driver Training	100.0	100.0	100.0	0.0	0.0%	0.0		0.0%
	State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	8,484.8	0.0	0.0%	0.0		0.0%
	School Technology Revolving Loan Fund	7,500.0	7,500.0	7,500.0	0.0	0.0%	0.0		0.0%
	Charter Schools Revolving Loan Fund	200.0	200.0	200.0	0.0	0.0%	0.0		0.0%
	School District Emergency Financial Assistance Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0		0.0%
	Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0		0.0%
	School STEAM Grant Program Fund	0.0	0.0	2,500.0	2,500.0	100.0%	2,500.0		100.0%
	After-School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0		0.0%
	Subtotal, Grants	52,654.8	52,854.8	55,354.8	2,700.0	5.1%	2,500.0		4.7%
TOTAL - GRANTS		52,654.8	52,854.8	55,354.8	2,700.0	5.1%	2,500.0		4.7%
OTHER STATE FUNDS TOTAL		70,703.7	72,273.7	73,963.7	3,260.0	4.6%	1,690.0		2.3%
FEDERAL FUNDS									
AGENCY CAPACITY									
	Ordinary & Contingent Expenses - SBE Fed Dept of Agriculture	19,904.7	19,904.7	19,904.7	0.0	0.0%	0.0		0.0%
	Ordinary & Contingent Expenses - SBE Fed Agency Services	1,378.8	2,900.0	2,900.0	1,521.2	110.3%	0.0		0.0%
	Ordinary & Contingent Expenses - SBE Fed Dept of Education	50,869.8	50,869.8	50,869.8	0.0	0.0%	0.0		0.0%
TOTAL-- AGENCY CAPACITY		72,153.3	73,674.5	73,674.5	1,521.2	2.1%	0.0		0.0%
GRANTS									
<u>Career and Technical Education</u>									
	Career and Technical Education - Basic	66,000.0	66,000.0	66,000.0	0.0	0.0%	0.0		0.0%
	Subtotal, Career and Technical Education	66,000.0	66,000.0	66,000.0	0.0	0.0%	0.0		0.0%
<u>Child Nutrition</u>									
	Child Nutrition Programs	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0		0.0%
	Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0		0.0%
<u>Individuals with Disabilities Act</u>									
	Individuals with Disabilities Education Act	754,000.0	754,000.0	754,000.0	0.0	0.0%	0.0		0.0%
	Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0	29,200.0	0.0	0.0%	0.0		0.0%
	Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0		0.0%
	Individuals with Disabilities Education Act - Deaf and Blind	800.0	800.0	800.0	0.0	0.0%	0.0		0.0%
	Subtotal, Individuals with Disabilities Act	789,000.0	789,000.0	789,000.0	0.0	0.0%	0.0		0.0%
<u>Title Programs (excluding Assessments)</u>									
	Title I	1,090,000.0	1,090,000.0	1,090,000.0	0.0	0.0%	0.0		0.0%
	Title IV	200,000.0	200,000.0	200,000.0	0.0	0.0%	0.0		0.0%
	Title II	160,000.0	160,000.0	160,000.0	0.0	0.0%	0.0		0.0%
	Title III	50,400.0	50,400.0	50,400.0	0.0	0.0%	0.0		0.0%
	Title V - Charter Schools	23,000.0	23,000.0	23,000.0	0.0	0.0%	0.0		0.0%
	Title II - Math/Science Partnerships	2,000.0	0.0	0.0	(2,000.0)	(100.0%)	0.0		0.0%
	Title X	5,000.0	7,000.0	7,000.0	2,000.0	40.0%	0.0		0.0%
	Title I - Advanced Placement Program	3,300.0	0.0	0.0	(3,300.0)	(100.0%)	0.0		0.0%
	Title V - Rural and Low-Income School Program	2,000.0	2,000.0	2,000.0	0.0	0.0%	0.0		0.0%
	Subtotal, Title Programs (excluding Assessments)	1,535,700.0	1,532,400.0	1,532,400.0	(3,300.0)	(0.2%)	0.0		0.0%

Exhibit A

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May 24, 2020

\$000s	Proposed Strategic Plan Priority Area*	FY 2020 Enacted Budget PA 101-007 and SB264 w/ HA5**	FY 2021 Board Recommendation	FY21 Proposed Budget SB264 w/ HA5	Comparison of FY 2021 Operations Budget Compared to				
					FY 2020 Enacted Budget		FY 2021 Board Recommendation		
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)	
<u>Assessments</u>									
Assessments		35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0		0.0%
Subtotal, Assessments		35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0		0.0%
<u>Other Grants</u>									
Preschool Expansion		35,000.0	0.0	0.0	(35,000.0)	(100.0%)	0.0		0.0%
Preschool Development Birth Through Five		3,750.0	15,000.0	15,000.0	11,250.0	300.0%	0.0		0.0%
Elementary and Secondary Emergency Relief Fund		569,500.0	0.0	569,500.0	0.0	0.0%	569,500.0		100.0%
Governor's Emergency Education Relief Fund		108,500.0	0.0	108,500.0	0.0	0.0%	108,500.0		100.0%
Sexual Risk Avoidance Education		6,500.0	6,500.0	6,500.0	0.0	0.0%	0.0		0.0%
STOP School Violence and Mental Health Training		1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0		0.0%
Substance Abuse and Mental Health Services		5,300.0	5,300.0	5,300.0	0.0	0.0%	0.0		0.0%
Longitudinal Data System		5,200.0	5,200.0	5,200.0	0.0	0.0%	0.0		0.0%
Congressional Special Projects		5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0		0.0%
Adolescent Health		500.0	500.0	500.0	0.0	0.0%	0.0		0.0%
Subtotal, Other Grants		740,250.0	38,500.0	716,500.0	(23,750.0)	(3.2%)	678,000.0		1,761.0%
TOTAL - GRANTS		4,228,450.0	3,523,400.0	4,201,400.0	(27,050.0)	(0.6%)	678,000.0		19.2%
TOTAL - FEDERAL FUNDS		4,300,603.3	3,597,074.5	4,275,074.5	(25,528.8)	(0.6%)	678,000.0		18.8%
GRAND TOTAL		\$ 13,265,761.8	\$ 13,312,815.1	\$ 13,245,085.2	\$ (20,676.6)	(0.2%)	\$ (67,729.9)		(0.5%)

* The Board is in the process of developing a strategic plan. The proposed goals and priority areas are currently proposed and have not been acted upon by the Board.

** Amounts include fiscal year 2020 enacted budget contained in PA 101-007 and supplementals passed in SB264 with HA5. It does not include capital appropriations.

ILLINOIS STATE BOARD OF EDUCATION
Fiscal Year 2021 Capital Budget Passed by the General Assembly (HB64 w/ SA1)
May 24, 2020

\$000s	FY 2020 Enacted Budget PA 101-0007	FY 2021 Budget HB64 w/ SA1*	Comparison of Capital Budget Passed by General Assembly to FY 2020 Appropriation	
			\$ Increase (Decrease)	% Increase (Decrease)
Illinois State Board of Education:				
Capital Development Fund				
School Construction for Severely Overcrowded Schools (reappropriation)	25,000.0	25,000.0	0.0	0.0%
Capital Development Fund Total	25,000.0	25,000.0	0.0	0.0%
School Infrastructure Fund				
School Maintenance	200,000.0	0.0	(200,000.0)	(100.0%)
School Maintenance (reappropriation)	40,000.0	240,000.0	200,000.0	500.0%
Broadband Expansion (reappropriation)	15,928.4	14,933.4	(995.0)	(6.2%)
School Infrastructure Fund Total	255,928.4	254,933.4	(995.0)	(0.4%)
School Construction Fund				
School Maintenance (reappropriation)	4,391.1	4,391.1	0.0	0.0%
School Construction Fund Total	4,391.1	4,391.1	0.0	0.0%
Illinois State Board of Education Total	285,319.5	284,324.5	(995.0)	(0.3%)



FY 2021 Evidence-Based Funding

Understanding the Impact of Flat Funding

Prepared by State Funding & Forecasting
June 2020

Equity • Quality • Collaboration • Community



How Does the Formula Work?

The Evidence-Based Funding (EBF) formula performs calculations in three general stages.

Completing the first and second stages produces a ratio that determines how far away a district is from adequate funding in Stage Three.

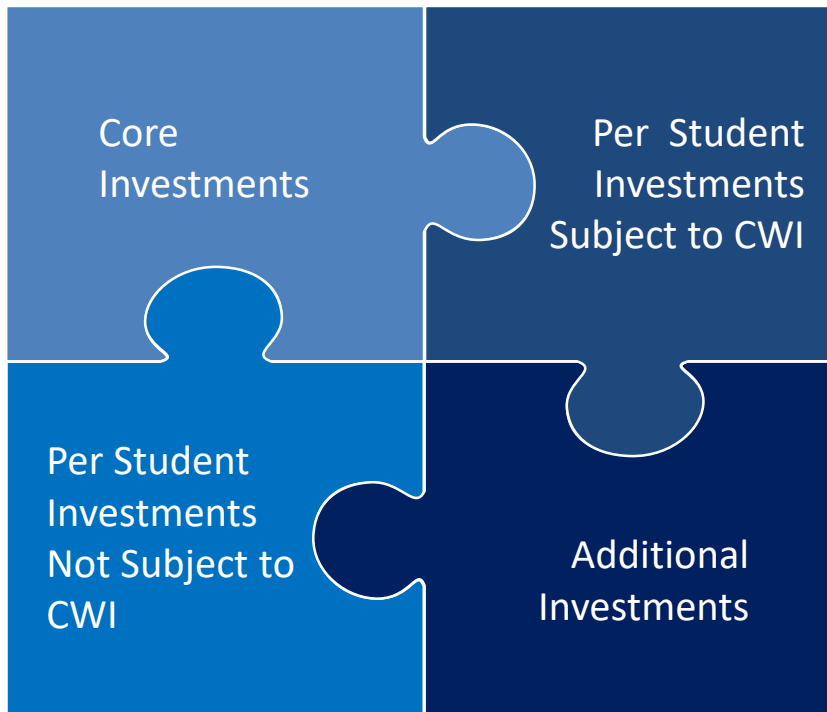
- **Stage 1**: Determining the cost of educating all students, according to the defined cost factors. The result is the **Adequacy Target** for each district. This is the ratio's **Denominator**.
- **Stage 2**: Measuring each district's local resources for comparison to the Adequacy Target. This is the ratio's **Numerator**.
- **Stage 3**: Distributing additional state funds to assist districts in meeting their Adequacy Targets.

$$\begin{array}{|c|} \hline \text{Final} \\ \text{Resources} \\ \hline \end{array} \div \begin{array}{|c|} \hline \text{Adequacy} \\ \text{Target} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Final \% of} \\ \text{Adequacy} \\ \hline \end{array}$$



Adequacy Target

Adequacy Target (AT) = Sum of all Education Cost Factors



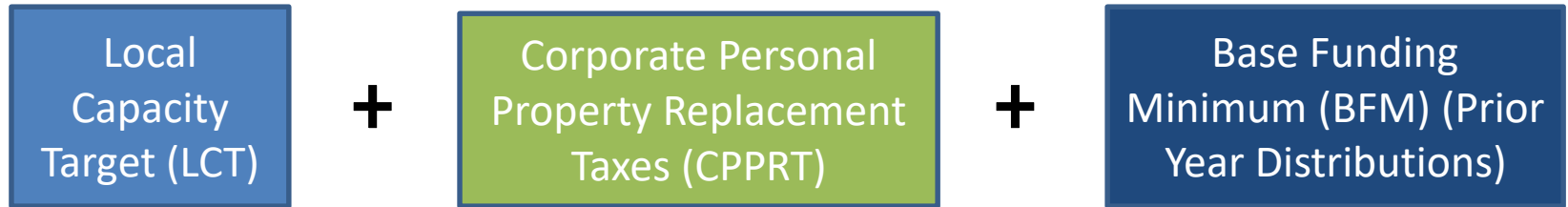
= Initial Adequacy Target

CWI = Comparable Wage Index, a measure of regional variations in salaries



Determining Local Resources & Percent of Adequacy

EBF defines a district's resources as the sum of:



Dividing a district's resources by its **Adequacy Target** determines the district's **Percent of Adequacy**:



Increasing any element of the numerator (Resources) means a district appears closer to its Adequacy Target, resulting in less State funding.

*i.e. A low Percent of Adequacy means the district is distant from meeting its Adequacy Target and **needs greater state assistance**. A higher Percent of Adequacy means the district is closer to its Adequacy Target and therefore **requires less state assistance**.*



What causes % of Adequacy to Change?

EAV

- As EAV increases, in general districts move closer to Adequate Funding.
 - This will cause the numerator in the ratio to increase and thus increase the % of Adequacy.
- As EAV decreases, in general districts move further away from Adequate Funding.
 - This will cause the numerator in the ratio to decrease and thus decrease the % of Adequacy.



What causes % of Adequacy to Change?

Enrollment

- As Enrollment increases, in general districts move further away from Adequate Funding.
 - This will cause the denominator in the ratio to increase and thus decrease the % of Adequacy.
- As Enrollment decreases, in general districts move closer to Adequate Funding.
 - This will cause the denominator in the ratio to decrease and thus increasing the % of Adequacy.



Identifying Tier 1 in FY 21

- Per the EBF formula, Tier 1 districts are identified by setting the Target Ratio to spend 50% of new money available for Tier distribution.
- In FY 21 there is no new money for Tier distribution.

As a result of the formula ISBE is unable to identify which districts are considered Tier 1 for FY 21.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of The Illinois Center for Transition and Work at the University of Illinois at Urbana-Champaign

Expected Outcome: Approval of the intergovernmental agreement with the University of Illinois at Urbana-Champaign for the Illinois Center for Transition and Work

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Special Education
Barbara Moore, Director, Special Education

Purpose of Agenda Item

The Special Education Services Department requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with the University of Illinois at Urbana-Champaign for the Illinois Center for Transition and Work for \$1 million in fiscal year 2021, renewable for \$1 million per year through FY 2025 for a total not to exceed \$5 million over five years.

Background Information/History

The Individuals with Disabilities Education Act (IDEA) specifies that students with disabilities are entitled to a free and appropriate public education. IDEA recognizes the importance of preparing youth for success after high school and requires transition planning for students who receive special education. Transition planning means evaluating needs, strengths, and skills required for a student to move from high school to postsecondary life. Students with an Individualized Education Program (IEP) must begin transition planning by age 16. (Illinois regulations require that such services begin at age 14½.)

The reauthorization of the Workforce Innovations and Opportunities Act (WIOA) in 2014 resulted in many new policies and practices in the areas of transition, supported and customized employment, and service for traditionally underserved populations and communities. These significant changes in policy and service delivery, plus a focus on interagency collaboration, mean there is a significant need to provide special educators, related service personnel, and administrators with training and support to prepare students for employment. These changes also seek to address issues related to high rates of unemployment and limited access to employment in integrated settings for individuals with the most significant disabilities.

A statewide training and technical assistance center will benefit Illinois school districts. They will be more likely to realize the goals of both IDEA and WIOA and improve post-school employment outcomes for their students. This center will focus on transition from school to work for students with significant disabilities (e.g., intellectual disability, multiple disabilities) and other underserved populations that are at increased risk for early dropout and/or graduating without employment (e.g., foster care youth, juvenile offenders). The most efficient means through which to deliver these services is through an intergovernmental agreement.¹

¹ The Intergovernmental Cooperation Act (5 ILCS 220) allows a public agency to enter into an intergovernmental agreement with another public agency. A public agency is understood to mean "...any unit of local government as defined in the Illinois Constitution of 1970, any school district, any public community college district, any public building commission, the State of Illinois, any agency of the State government or of the United States, or of any other State, any political subdivision of another State, and any combination of the above." (5 ILCS 220/2) Moreover, "Any power or powers, privileges, functions, or authority exercised or which may be exercised by a public agency of this State may be exercised, combined, transferred, and enjoyed jointly with any other public agency of this State and jointly with any public agency of any other state or of the United States to the extent that laws of such other state or of the United States do not prohibit joint exercise or enjoyment and except where specifically and expressly prohibited by law." (5 ILCS 220/3)

More specifically, the Illinois Center for Transition and Work will engage in five core activities during the next five years. These activities include:

1. Conducting an annual needs assessment – Multiple methods (e.g., survey, focus groups, interviews) will be used to gather information from diverse stakeholder groups (e.g., special education teachers, related service personnel, building administrators, special education directors, families, students, community members, rehabilitation counselors, ISBE staff) regarding training and technical assistance needs related to transition to employment for individuals with significant disabilities. The needs assessment will be updated annually.
 2. Offering a variety of training activities – Statewide training based on the results of the annual needs assessment will be accessible to a broad array of audiences (e.g., special education teachers, related service personnel, administrators, rehabilitation counselors, and families). This training will focus on topics related to transition to work, including IDEA and WIOA requirements, and will include:
 - a. Developing and coordinating an annual statewide conference;
 - b. Offering regional face-to-face workshops;
 - c. Developing monthly webcasts that address best practices and current issues;
 - d. Developing easy-to-read, one-page research briefs and allowing stakeholders to translate research into practice;
 - e. Developing case studies of high-performing school districts to highlight effective practices and strategies and to use as a foundation for model program development;
 - f. Creating a digital library that stakeholders can access on the center's website at their convenience;
 - g. Disseminating information about current issues, effective practices, the center's resources, and upcoming conferences via email and social media, and disseminating printed materials, including handouts, brochures, and booklets
 3. Providing targeted technical assistance to schools – School personnel will receive technical assistance that addresses targeted needs related to transition to work and IDEA and WIOA requirements. Activities will include:
 - a. Developing an interactive database for online access to submit questions for answers and a compilation of frequently asked questions.
 - b. Providing targeted assistance to a select number of schools to increase and improve work-based learning experiences and enhanced coordination with adult service agencies to meet school-identified needs. Schools will be identified based on factors including performance on Indicators 13 and 14 of the State Performance Plan and assessment results.²
 4. Enhancing statewide interagency coordination – The center will build the state's capacity for interagency coordination around issues, including IDEA and WIOA requirements, related to transition to work for individuals with significant disabilities. Activities include:
 - a. Facilitating a statewide discussion to create a Transition Leadership Group that will collaborate with ISBE and the Illinois Department of Human Services Office of Vocational Rehabilitation Services.
- b. Creating within each region of the state a Regional Transition Board composed of interagency leaders (special education and vocational rehabilitation) who can advise the center regarding regional needs, help

² Each State Education Agency is responsible for ensuring the general supervision of all educational programs for students with disabilities in the state. IDEA is responsible for enforcing the requirements of IDEA Part B and continuous improvement via Local Educational Agencies. The State Performance Plan serves as the accountability mechanism. It documents quantifiable indications of performance. Indicator 13 is a compliance indicator for the percentage of students with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals, transition services, and annual IEP goals. Indicator 14 is a results indicator for the percentage of youth who are no longer in secondary school, had an IEP in effect at the time they left school, and were a) enrolled in higher education within one year of leaving high school, b) enrolled in higher education or competitively employed within one year of leaving high school, c) or enrolled in higher education or in some other postsecondary or training program, or competitively employed or in some other employment within one year of leaving high school.

interpret needs assessment data, provide input on the development of training activities, and disseminate information to regional stakeholders.

5. Creating a database of transition personnel – The database will include special educators, related service personnel, administrators, and vocational rehabilitation providers in the State of Illinois and update it annually. The database will be used to develop a listserv to disseminate information about the center's resources and training activities

The University of Illinois at Urbana-Champaign (UIUC) has a long history of successful collaboration with the ISBE Special Education Services Department through its contract for the IEP Quality Project, called IEPQ.³ UIUC has proven knowledge and skills in understanding the requirements of transition programming as shown by its IEPQ Tutorial, past production of high-quality professional development, and ability to maintain data on participant usage. UIUC has demonstrated through its work with Illinois school districts that it is aware of the need for additional supports to schools for transition programming for students with disabilities. The university submitted a proposal to ISBE in order to best ensure project deliverables are met and that UIUC possesses the capacity to support this work.

Current Status: ISBE does not currently have an intergovernmental agreement with the University of Illinois for this project. This is a new project designed to address both IDEA and WIOA for the population of students with intellectual disabilities and multiple disabilities. There is a state appropriation for Illinois State University for the Autism Training and Technical Assistance Project that addresses transition training and supports related to students with autism, but this new project is broader in scope and includes statewide interagency coordination activities and compilation of a database of transition personnel, in addition to training and technical assistance. UIUC possess the expertise and capacity to support this work. ISBE currently does not have the capacity to provide this level of coordination, training, technical assistance, and targeted support to significantly improve transition to work outcomes for students with IEPs. Assistance up to this point has been provided by principal consultants who are assigned many other responsibilities within the Special Education Services Department.

Relevant Data: Individuals with disabilities are consistently employed at lower rates, for fewer hours per week, and at lower wages than individuals without disabilities. Data from the Bureau of Labor Statistics (2017) indicate that 65.3 percent of individuals without disabilities were employed in 2016 as compared to only 17.9 percent of individuals with disabilities. The unemployment rate of individuals with disabilities (10.5 percent) was more than double the rate of individuals without disabilities (4.6 percent).

Pros and Cons: Supporting the University of Illinois in the development of the Illinois Center for Transition and Work will substantially enhance the training and technical assistance provided to school districts in meeting the requirements of IDEA and WIOA. The project will increase the existing coordination of services between the Illinois State Board of Education, the Illinois Department of Human Services Office of Vocational Rehabilitation Services, and school districts.

Financial Background

This new IGA will be for \$1 million in FY 2021, renewable for \$1 million per year through FY 2025 for a total not to exceed \$5 million over five years. Annual renewal will be based on satisfactory implementation of deliverables and performance standards as outlined in the IGA (e.g., frequency with which individuals use the center, their satisfaction with the training and technical assistance, and improved student outcome data on Indicator 14 of the State Performance Plan) and on appropriation of IDEA Discretionary Grant funding.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY21	\$0	\$0		\$0	\$1000000	\$1000000
FY22	\$0	\$0		\$0	\$1000000	\$1000000

³ The IEP Quality Project involves the IEPQ Tutorial, an online resource developed by the University of Illinois to assist IEP teams in writing high-quality IEPs that are individualized, based on data, connected to standards, and tied to a student's instructional needs. This site was created to assist education professionals to improve IEPs for students. ISBE has provided IDEA Part B Discretionary funding for the project since FY 2010.

FY23	\$0	\$0		\$0	\$1000000	\$1000000
FY24	\$0	\$0		\$0	\$1000000	\$1000000
FY25	\$0	\$0		\$0	\$1000000	\$1000000
Total	\$0	\$0		\$0	\$5000000	\$5000000

Business Enterprise Program (BEP)

N/A

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

Policy Implications:

This project supports IDEA requirements for transition planning for students with disabilities and WIOA requirements to prepare traditionally underserved populations for employment.

Budget Implications:

IDEA Discretionary Grant funds are sufficient to support this project. There will be no cost to districts.

Legislative Action: No action required.

Communication: Communication with the field will be required to inform them of the new opportunities for training and support available through the Illinois Center for Transition and Work.

Pros and Cons of Various Actions

The project will allow ISBE to offer substantial support to districts as they provide training and supports necessary for compliance with IDEA and WIOA using IDEA Discretionary Grant funds without the use of additional state or local funds.

Board Member(s) Who Will Abstain: Darren Reisberg

Recommendations:

I recommend that the following motion be adopted:

The Illinois State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with the University of Illinois at Urbana-Champaign for the Illinois Center for Transition and Work for \$1 million in fiscal year 2021, renewable for \$1 million per year through FY 2025 for a total not to exceed \$5 million over five years, subject to appropriations.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 

Agenda Topic: Approval of Autism Learning and Supports Project

Expected Outcome: The Board will discuss and approve the award of an IDEA Part B Discretionary Grant for the Autism Learning and Supports Project.

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Officer, Instructional Education
Heather Calomese, Executive Director, Programs
Barbara Moore, Director, Special Education

Purpose of Agenda Item

The Center for Programs will request at the June Board meeting that the Board authorize payment to Illinois State University (ISU) for the Autism Learning and Supports Project for \$484,505 in fiscal year 2021 and \$686,313 in FY 2022.

Background Information/History

The need for professional development for school personnel to address behavioral needs of students, including those with autism, became evident after the *Chicago Tribune* reported in November 2019 about ProPublica Illinois data that described the use of reported and unreported time-out in school settings in the State of Illinois. There was an immediate need for these services, so ISBE contacted ISU to enter into an intergovernmental agreement (IGA)¹ in FY 2020. ISU subsequently delivered these trainings to eight special education cooperatives and two additional schools.

ISU uses the existing online IMPACT platform that houses ISBE's professional learning content to deploy online modules addressing ISBE regulations and guidelines for recording use of intensive interventions, basic behavior principles, functional behavioral assessment and analysis, behavior observation and data collection, behavior intervention plan development, implementation, evaluation, and functional communication training. It also can provide onsite coaching, develop internal behavioral change teams, and devise a comprehensive data collection system to evaluate the impact of the professional learning and coaching to inform continuous improvement planning.

The majority of the content listed above was developed for online delivery as part of a previous ISBE grant award; additional funding will allow ISU to build on this work by hiring facilitators to work closely with the regional team members and the behavior change teams to formulate school/district behavioral support action plans. These facilitators will possess expertise in coaching and in-depth knowledge of behavior to assist with the development of targeted professional learning and individualized support to the behavior team. The project will build capacity in each area of the state during its second year and include creation of professional learning communities around each module topic area.

¹ The Intergovernmental Cooperation Act (5 ILCS 220) allows a public agency to enter into an intergovernmental agreement with another public agency. A public agency is understood to mean "...any unit of local government as defined in the Illinois Constitution of 1970, any school district, any public community college district, any public building commission, the State of Illinois, any agency of the State government or of the United States, or of any other State, any political subdivision of another State, and any combination of the above." (5 ILCS 220/2) Moreover, "Any power or powers, privileges, functions, or authority exercised or which may be exercised by a public agency of this State may be exercised, combined, transferred, and enjoyed jointly with any other public agency of this State and jointly with any public agency of any other state or of the United States to the extent that laws of such other state or of the United States do not prohibit joint exercise or enjoyment and except where specifically and expressly prohibited by law." (5 ILCS 220/3)

Current Status: Funding was initially authorized to begin this work in late FY 2020, with training provided to eight special education cooperatives and two additional schools. Mandatory suspension of in-person instruction prevented on-site trainings; however, Illinois State University prepared training materials and developed plans to enable more districts to participate at the start of FY 2021.

Relevant Data: As of December 1, 2019, there are 28,473 students with autism as their primary disability receiving special education services in Illinois. A total of 2,937 are between the ages of 3 and 5; the remaining 25,536 students are between the ages of 6 and 21.

Financial Background

The Autism Learning and Supports Project will be funded by Individuals with Disabilities Education Act (IDEA) Part B Discretionary funds. The funds will be awarded July 1, 2020, and continue through FY 2022. Two renewals will be allowed, pending appropriation of federal funding. Renewals will be based on satisfactory performance on deliverables as outlined in the intergovernmental agreement (e.g., virtual and in-person trainings).

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$	\$174,783		\$	\$	\$174,783
FY21	\$	\$		\$	\$484,505	\$484,505
FY22	\$	\$		\$	\$686,313	\$686,313
Total	\$	\$174,783			\$1,170,818	\$1,345,601

Business Enterprise Program

N/A

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

Policy Implications: This project will provide school districts with the ability to implement policies for professional development related to use of time-out and restraint.

Budget Implications: This project provides free professional development opportunities to districts. Districts may incur minimal mileage reimbursement or substitute teacher costs depending on location and dates of trainings. Most training and coaching will be virtual or on site. IDEA Discretionary Grant funding is sufficient to sustain the program.

Legislative Action: This project is in response to changes to Part 1 rules for Use of Time-Out and Restraint and required professional development on behavior management strategies.

Communication: Special Education Services will provide communication on professional development opportunities.

Pros and Cons of Various Actions

Pros: Authorizing funding for this project will provide no-cost, high-quality professional development, coaching, and support to schools in their efforts to reduce the use of time-out and restraint.

Cons: Without this project, schools would have to fund their own professional development in supporting children with autism.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award Illinois State University a continuation of the IDEA Part B Discretionary Grant for the Autism Learning and Support Project for FY 2021 and FY 2022 for a total three-year grant period not to exceed \$1,345,601, pending appropriations.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Brenda M. Dixon, Research and Evaluation Officer 

Agenda Topic: Approval of Additional FY21 funding for the University of Kansas to support the administration of the Dynamic Learning Maps Alternate Assessment being administered in Spring 2021

Expected Outcome: Approval for an increase in FY21 funding for the state alternate accountability assessment to support Spring 2021 testing (DLM-AA)

Materials: None Required

Staff Contact(s): Dr. Sean Clayton, Director of Assessment
Laura Quimby, Supervisor of Special Populations

Purpose of Agenda Item

The Assessment Department requests the Board to authorize the approval of an increase in funding with the University of Kansas Center for Research in an amount not to exceed \$342,000. The purpose of this increase in funding is for developing, administering, scoring, and reporting results of the Dynamic Learning Maps Alternate Assessment (DLM-AA) for school year 2020 11th graders who have the most significant cognitive disabilities. They will be assessed in spring 2021.

Background Information/History

Students were not provided the opportunity to be assessed during spring 2020 due to the COVID-19 pandemic. In-person instruction was suspended by Governor JB Pritzker beginning March 17, 2020, which did not permit students to take the state's accountability assessments. ISBE proceeded to apply for a federal waiver that will allow the state to not administer assessments due to schools not being in session. Furthermore, Executive Order 2020-15, which stated that testing was suspended and that schools will continue remote learning until the end of the school year, was issued by the Governor on March 27, 2020.

Current Status: The University of Kansas contract is effective until June 30, 2020. A new five-year contract was approved in March 2020.

Financial Background

The Assessment Department requests the Board to approve additional funding with University of Kansas for the administration of the alternate assessment. The alternate assessment for English language arts (ELA) and mathematics will be taken by current 11th grade students who have the most significant cognitive disabilities to meet graduation requirements.

	Contract State Funding	Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY21	\$0	\$2,535,000.00		\$0	\$342,000.00	\$2,877,000.00
FY22	\$0	\$2,535,000.00		\$0	\$0	\$2,535,000.00
FY23	\$0	\$2,535,000.00		\$0	\$0	\$2,535,000.00
FY24	\$0	\$2,535,000.00		\$0	\$0	\$2,535,000.00
FY25	\$0	\$2,535,000.00		\$0	\$0	\$2,535,000.00
Total		\$12,675,000.00				\$13,017,000.00

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

Policy Implications: There are no policy implications.

Budget Implications: There are no direct costs to districts to implement the DLM-AA.

Legislative Action: An alternate assessment is required by state and federal law:

Illinois Administrative Code 23 IAC 1.30(b)(5) 1.30 State Assessment.

b) Assessment procedures:

- 5) Districts shall ensure that students who have not taken the State's final accountability assessment at the highest grade or level assessed shall not receive a regular high school diploma.

Communication: The Assessment Department and Special Education Department will collaborate and communicate to the field about the implementation and support of the DLM-AA and instructionally embedded assessments.

Pros and Cons of Various Actions

Pros: Approval will allow the alternate assessment to be administered to current 11th grade students with the most significant cognitive disabilities in the spring of 2021 so they meet the diploma requirement and to ensure that they have the same opportunity as current 11th graders who will take the SAT.

Cons: N/A

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an agreement with the University of Kansas for additional FY 2021 funding for the administration of the alternate state accountability assessment in the spring for current 11th grade students with the most significant cognitive abilities so they can meet diploma requirements.

Next Steps

The University of Kansas contract will include the additional funding of \$342,000 to test current 11th grade students with the most significant cognitive disabilities during spring 2021.

Date of Board Action: June 17, 2020

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Parts 1 (Public Schools Evaluation, Recognition and Supervision) and 24 (Standards for all Illinois Teachers)

Expected Outcome: Board will be informed of upcoming rulemaking

Materials: Appendix A: Parts 1 and 24 Proposed Rules

Staff Contact(s): Jason Helfer, Deputy Instructional Education Officer
Jennifer Kirmes, Executive Director, Teaching and Learning
Emily Fox, Director, Educator Effectiveness
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

This item is to inform the Board of upcoming rulemaking.

Background Information/History

The most significant Part 1 rule changes focus on updating requirements to earn a bilingual education endorsement and standardizing previous qualification requirements and reporting for teachers first assigned to positions prior to the current endorsement structure.

The State Seal of Biliteracy certificate can now be utilized in place of specified coursework and testing to earn a bilingual education endorsement. This option will incentivize high school students to receive the certificate and will enable these individuals who pursue educator licensure to concurrently receive a bilingual education endorsement at the time of initial licensure.

The previous qualification requirements will better align with the current endorsement requirements and enable Regional Offices of Education and ISBE to collect and report out-of-field teacher data that is required by the U.S. Department of Education (ED).

“Previously qualified” is the label used by the agency to identify teachers who first began teaching prior to July 1, 2004, as still being qualified for their current role by virtue of meeting coursework requirements that were in place at the time of their original assignments. Essentially, being deemed “previously qualified” allows educators to be grandfathered into their current positions in place of a content-specific endorsement, which would be required for all new assignments on or after July 1, 2004. Being considered “previously qualified” is also known as “once qualified, always qualified” among stakeholders.

This cleanup standardized dates and semester hours for each subject area so transcripts of educators who are “previously qualified” can be examined and applicable designations added to their ELIS accounts. The agency will include all “previously qualified” designations in its report of in-field teachers to ED. The agency will not be able to supply ED with accurate in-field and out-of-field teaching numbers until this new reporting structure is in place.

The Educator Effectiveness Department collaborated with members of the Illinois Association of Regional School Superintendents Licensure subcommittee to examine the previous qualifications and determine how to best standardize the requirements. The working group determined that requirements of 16 semester hours of content specific coursework prior to July 1, 2004 (for teaching in grades 9-12) and prior to July 1, 1997 (for teaching in grades 5-8.) These dates coincide with the effective dates of the new 9-12 endorsement structure and the middle school endorsement structure. Sixteen semester hours was selected as the threshold because it is the greatest number that allows all educators who are currently teaching under the “previously qualified” label to remain eligible for their positions.

Due to the complexity and volume of the Part 1 rulemaking, the rulemaking is currently with JCAR for review of format and accuracy. At its August meeting, the Board will see this rulemaking after any edits suggested by JCAR.

Part 24 rule changes will incorporate Culturally Responsive Teaching and Leading (CRTL) standards into Illinois preparation programs. The standards were developed by the state’s Diverse and Learner Ready Teacher Network, which consists of current teachers, school and district administrators, education advocacy group members, and representatives from institutions of higher education. The network was charged by ISBE to develop standards that will be used to drive educator preparation and in-service educator professional development. Culturally responsive teaching and leading are critically important in Illinois. Statewide, 52 percent of public school children are non-white, yet only 17 percent of their teachers reflect this racial diversity. ISBE is committed to ensuring all students are supported by highly prepared and effective teachers and school leaders, which includes providing students with opportunities to learn from educators who are aware and respectful of various cultures and can successfully reach all children. The CRTL standards will be incorporated into all existing and new educator preparation programs to realize this statewide vision.

Current Status: Awaiting initial review.

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

Policy Implications: Please see “**Background Information/History**” above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with this rulemaking will cause the agency’s rules to conflict with the provisions of the IAPA, which requires that a standards and policies of state agencies be set forth in administrative rules.

Next Steps

Agency staff will ask the Board to approve publication of the proposed rules in the *Illinois Register* to elicit public comment at a future board meeting.

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.79 School Report Card
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
- 1.245 Waiver of School Fees

- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.423 Competency-Based High School Graduation Requirements Pilot Program
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.443 Illinois Global Scholar Certificate
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 9-12 9 through June 30, 2004
- (Repealed)
- (Repealed)
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- (Repealed)
- 1.745 Assignment of Reading Teachers and Reading Specialists
- (Repealed)
- (Repealed)
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher
- 1.APPENDIX A Professional Staff Educator Licensure
- 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program

	Criteria for Review
1.APPENDIX C	Glossary of Terms (Repealed)
1.APPENDIX D	State Goals for Learning
1.APPENDIX E	Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F	Criteria for Determination – Student Performance and School Improvement (Repealed)
1.APPENDIX G	Criteria for Determination – State Assessment (Repealed)
1.APPENDIX H	Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26,

2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.10 Public School Accountability Framework

- a) Section 27-1 of the School Code [105 ILCS 5/27-1] establishes the primary purpose of schooling as the transmission of knowledge and culture in certain fundamental learning areas and requires the State Board of Education to define the knowledge and skills which the State expects students to master. These "State Goals for Learning" are set forth in Appendix D to this Part and amplified by the "Illinois Learning Standards", also set forth in that Appendix D. Further, Section 2-3.25 of the School Code [105 ILCS 5/2-3.25] requires that the State Board of Education establish general operational recognition standards for public schools, and Section 2-3.25a of the School Code [105 ILCS 5/2-3.25a] requires that the Board develop recognition standards for student performance and school improvement.
- b) Each school district shall ensure that each school makes available to all students instruction in the six fundamental learning areas, i.e., the language arts, mathematics, the biological and physical sciences, the social sciences, the fine arts, and physical development and health.

(Source: Amended at 31 Ill. Reg. 5116, effective March 16, 2007)

Section 1.20 Operational Requirements

- a) Districts' and schools' recognition status is based upon compliance with the requirements imposed by law, including but not limited to the recognition standards established by the State Board of Education pursuant to Section 2-3.25 of the School Code and this Part, as modified or waived, if applicable, pursuant to Section 2-3.25g of the School Code and Section 1.100 of this Part or Section 22-60 of the School Code and Section 1.110 of this Part.
 - 1) No later than September 30 of each year, each school district shall apply for recognition of each school operated by the district. This application shall be submitted to the respective regional superintendent of schools through an electronic submission process established by the State Superintendent of Education, except that a district operated pursuant to Article 34 of the School Code [105 ILCS 5/Art. 34] shall submit its application directly to the State Superintendent. For the purposes of this Part, references to "regional superintendent of schools" shall be understood to include the chief administrator of the Intermediate Service Centers established in that portion of Cook County located outside of the City of Chicago. (See 105 ILCS 5/3-0.01.)
 - 2) No later than October 15 of each year, each regional superintendent of schools shall summarize, through an electronic process established by the State Superintendent of Education, the degree to which the schools in the districts for which he or she is responsible adhere to operational compliance requirements. The regional superintendent shall recommend the assignment of recognition status as applicable considering the compliance-related information supplied.
 - 3) As part of this process, the regional superintendent of schools shall periodically visit the region's school districts as he or she may deem necessary to ascertain the degree to which the districts' schools comply with operational requirements.
- b) Based upon the information provided by the district and the regional superintendent, the State Superintendent shall assign a recognition status for each school and for each district as a whole, which will be posted on the Illinois State Board of Education's website at <https://www.isbe.net/Pages/Public-School-Recognition.aspx>. In each case, the recognition status assigned shall be either "Fully Recognized", "On Probation", "Recognized Pending Further Review", or "Nonrecognized".

- 1) Each school or district that meets the requirements imposed by law, including the requirements established by the State Board pursuant to Section 2-3.25 of the School Code and this Part, shall be fully recognized.
 - 2) A school or district shall be placed on probation if it:
 - A) exhibits deficiencies that present a health hazard or a danger to students or staff;
 - B) fails to offer required coursework;
 - C) employs personnel who lack the required qualifications and who are not in the process of attaining these qualifications;
 - D) fails or refuses to serve students according to relevant legal and/or regulatory requirements; and/or
 - E) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.
 - 3) A school or district shall be recognized pending further review if it exhibits areas of noncompliance that:
 - A) are not serious enough to warrant probation as delineated in subsection (b)(2); and
 - B) may be corrected prior to the end of the school year following the school year in which they were identified.
 - 4) A district shall be recognized pending further review whenever one or more of the district's schools are first removed from full recognition, whether recognized pending further review or placed on probation. The district shall subsequently be placed on probation if the instances of noncompliance cited for one or more schools have not been corrected within the time allowed under subsection (b)(3)(B).
- c) The recognition status of a district or a school may be changed by the State Board of Education at any time to reflect information confirmed during compliance monitoring or by any other means. Any change in status that may occur during the subsequent school year will be posted in accordance with subsection (b) no later than 30 days after the change in status is determined.

- d) The superintendent of a district that is recognized pending further review or in which one or more schools are recognized pending further review may, within 30 days after receipt of notification to this effect, request a conference at which representatives of the district will have an opportunity to discuss compliance issues with representatives of the State Board of Education.
- e) The State Superintendent shall schedule a conference with the superintendent of a district that is placed on probation, or in which one or more schools are placed on probation, at which representatives of the district will discuss compliance issues with representatives of the State Board of Education. Within 60 days following this conference, the school district shall submit to the regional superintendent of schools and the State Superintendent of Education a corrective plan that conforms to the requirements of subsection (f).
 - 1) If the plan is required to relate to areas of noncompliance at the district level, the plan shall be signed by the secretary of the local board of education as evidence that the board adopted a resolution authorizing its submission.
 - 2) If the plan is required to relate to areas of noncompliance at one or more schools, the plan shall be signed by the district superintendent and each affected principal.
- f) The State Superintendent of Education shall respond to the submission of a plan within 15 days after receiving it and may consult with the regional superintendent of schools to determine the appropriateness of the actions proposed by the district to correct the cited deficiencies. The State Superintendent shall approve a plan if it:
 - 1) specifies steps to be taken by the district that are directly related to the area or areas of noncompliance cited;
 - 2) provides evidence that the district has the resources and the ability to take the steps described without giving rise to other issues of compliance that would lead to probationary status; and
 - 3) specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.

- g) If a district's plan is not approvable under subsection (f), the State Superintendent shall notify the district to this effect. If no plan is submitted, or if no approvable plan is received within 60 days after the district's conference with the State Board, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".
- h) If, at any time while a plan for corrective action is in effect, the State Superintendent determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the status of the district, or of the affected school or schools, as applicable, shall be changed to "nonrecognized".
- i) The superintendent of a district that is nonrecognized pursuant to this Section, or in which one or more schools are nonrecognized pursuant to this Section, may request a conference with representatives of the State Board of Education within 15 days after receipt of notification to this effect. (See Section 1.95 of this Part for procedures related to nonrecognition pursuant to Section 2-3.25f of the School Code [105 ILCS 5/2-3.25f].)
 - 1) If a conference is requested by a superintendent on behalf of a nonrecognized school or district and the areas of concern are not resolved, the State Superintendent shall furnish the school board with a Notice of Opportunity for Hearing. The school board may submit an appeal by adopted board resolution within 15 days after receipt of the notice. The appeal must identify the specific findings with which the district disagrees. The district will be given a hearing in accordance with the State Board's rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.
 - 2) If no conference is requested, the district shall be deemed not to intend to appeal the nonrecognition.
- j) Neither a district nor a school shall be nonrecognized under this Section without first having been placed on probation. A district that is nonrecognized, or in which one or more schools are nonrecognized, shall be subject to the provisions of Section 18-8.05(A)(3)(a) of the School Code [105 ILCS 5/18-8.05(A)(3)(a)].

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.30 State Assessment

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

a) Development and Participation

- 1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational Research Association, 1430 K St., N.W., Suite 1200, Washington, D.C. 20005. (No later amendments to or editions of these standards are incorporated.)
- 2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.
- 3) A school shall generally be selected for participation in these special studies, tryouts, and/or pilot testing no more than once every four years, except that participation may be required twice every four years in the case of the Illinois Alternate Assessment.
- 4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services shall be required to participate in the State assessment, whether by taking the regular assessment, with or without accommodations, or by participating in an alternate form of the assessment (Sections 2-3.25a and 2-3.64 of the School Code).*
 - A) Students who are served in any locked facility that has a State-assigned RCDTS (region/county/district/type/school) code, students who attend public university laboratory schools under Section 18-8.05(K) of the School Code, and students beyond the age of compulsory attendance (other than students with IEPs) whose programs do not culminate in the issuance of regular high

school diplomas are not required to participate in the State assessment.

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

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

b) Assessment Procedures

- 1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)
- 2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the approved State assessment, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.
- 3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any such complaint and shall report to the State Superintendent the results of its investigation.
- 4) Districts shall administer the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), "grade 11" means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. A

district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.

c) Accommodations

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

d) Illinois Alternate Assessment

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

e) Review and Verification of Information

Each school district and each charter school shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State assessment, including information about the participating students as well as the scores achieved.

1) Within 10 days after the preliminary data for the Illinois Standards Achievement Test (ISAT) and the IAA are made available and within five days after preliminary data for the PSAE are made available, each district or charter school shall make any necessary corrections to its demographic and score data and then use a means prescribed by the State Board to indicate either:

- A) that both its demographic and preliminary data are correct; or
- B) that it is requesting rescoring of some or all portions of the assessment for specific students.

- 2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.
 - 3) At the end of the 21-day period discussed in subsection (e)(2) of this Section, all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95 of this Part.
- f) Reports of State Assessment Results
- 1) Following verification of the data under subsection (e) of this Section, the State Board shall send each school and district a report containing final information from the results of each administration of the State assessment.
 - A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are wards of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence and to the schools within those districts that they would otherwise attend.
 - B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.
 - 2) Each report shall include, as applicable to the receiving entity:
 - A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

- B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students' scores among the applicable proficiency classifications (see subsection (h) of this Section).
- g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.

h) Classification of Scores

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

- 1) Each score achieved by a student on a regular State assessment (i.e., the ISAT or the PSAE) shall be classified as "academic warning", "below standards", "meets standards", or "exceeds standards". Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.
 - 2) Each score achieved by a student on the IAA shall be classified as "entry", "foundational", "satisfactory", or "mastery". Among these scores, those identified as "satisfactory" or "mastery" shall be considered as demonstrating proficiency.
- i) Scores Relevant to Adequate Yearly Progress

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.40 Adequate Yearly Progress

School districts and individual schools shall be required to make “adequate yearly progress” in order to maintain academic standing that will avoid their placement into academic early warning or academic watch status as set forth in Section 1.80 of this Part. In order to make adequate yearly progress for a particular school year, an affected entity shall be required to attain at least the required percentage of scores demonstrating proficiency in both reading and mathematics, for each of the subgroups of students served by that entity and for the entity as a whole, based on a participation rate in the required assessments of at least 95 percent for each subgroup and for the entity as a whole, as well as attaining the targeted rate for the additional indicator that is applicable to that entity, for each subgroup served and for the entity as a whole. See Sections 1.50, 1.60, and 1.70 of this Part. However, special provisions shall apply to the calculation of adequate yearly progress for school districts that serve students at more than one grade span (i.e., elementary school (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12)). Such a district shall fail to make adequate yearly progress only if data for each of the grade spans served indicate that one or more applicable targets were not met by the students at that grade span.

(Source: Section repealed at 22 Ill. Reg. 22233, effective December 8, 1998; new Section adopted at 29 Ill. Reg. 19891, effective November 23, 2005)

Section 1.50 Calculation of Participation Rate

- a) A district's or a school's adequate yearly progress for a particular year is generally contingent upon participation in the State assessment by at least 95 percent of the district's or the school's students, both in the aggregate and within each subgroup represented. However, a district or a school that has not achieved 95 percent participation in a given year shall be considered to have had a participation rate sufficient for adequate yearly progress if, for each affected subgroup or the entity as a whole, as applicable:
 - 1) the average of the participation rate for the year in question and the participation rate for the immediately preceding year is at least 95%; or
 - 2) the average of the participation rate for the year in question and the participation rates for the two immediately preceding years is at least 95%.
- b) Students who, at the time of administration of the State assessment, are participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, are jailed or in a locked-down facility, are residing in or attending facilities out of state or out of country, or are hospitalized because of medical emergencies or procedures shall not be required to participate in the State assessment. For students who are homebound, districts shall examine the circumstances of each case individually to determine whether administration of the State assessment is feasible and appropriate. A student not tested pursuant to this subsection (b) may be excluded from the enrollment counts of the affected schools and districts for purposes of calculating the participation rate.

(Source: Amended at 29 Ill. Reg. 19891, effective November 23, 2005)

Section 1.60 Subgroups of Students; Inclusion of Relevant Scores

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

- a) Relevant scores shall be disaggregated by content area for any subgroup identified in this subsection (a) whose membership meets the minimum subgroup size. For purposes of this Section 1.60, "minimum subgroup size" shall mean 45 students across all the grades tested in the school or district, as applicable. Except as provided in subsection (b) of this Section, each student's scores shall be counted in each of the subgroups to which he or she belongs.
 - 1) Students with disabilities, i.e., students who have Individualized Education Programs (IEPs);
 - 2) For school years through 2009-10, racial/ethnic groups:
 - A) White,
 - B) Black,
 - C) Hispanic,
 - D) American Indian or Alaskan Native,
 - E) Asian/Pacific Islander,
 - F) Multiracial/ethnic;
 - 3) For school year 2010-11 and beyond, racial/ethnic groups:
 - A) Hispanic or Latino of any race,
 - B) For students who are not Hispanic or Latino:

- i) American Indian or Alaska Native,
 - ii) Asian,
 - iii) Black or African American,
 - iv) Native Hawaiian or Other Pacific Islander,
 - v) White,
 - vi) Two or more races;
- 4) Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15; and/or
- 5) Students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.).
- b) Special provisions shall apply to the treatment of scores achieved by students of limited English proficiency in certain circumstances.
 - 1) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English may elect to participate in the State assessment in reading. Any student who elects not to participate shall nevertheless be treated as having participated for purposes of calculating the participation rate.
 - 2) The score achieved by a student who elects to participate in the regular State assessment in reading under subsection (b)(1) of this Section shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.
 - 3) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English shall be required to participate in the State assessment in mathematics. The score achieved by such a student shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

- 4) A student who has previously been identified as having limited proficiency in English and whose scores have been attributed to that subgroup shall continue to have his or her scores attributed to that subgroup for the first two years after the last year when he or she was considered to have limited English proficiency. However, districts and schools shall not be required to count students to whom this subsection (b)(4) applies as part of the subgroup with limited English proficiency for purposes of determining whether the minimum subgroup size exists.
- c) All relevant scores of a district's students with disabilities who participate in the alternate form of the State assessment shall be included in the district's calculations for purposes of determining whether adequate yearly progress has been made.
- 1) The number of scores earned by students who participate in the alternate form of the State assessment that may be counted as demonstrating proficiency in a content area shall be no more than 1 percent of all scores achieved by the district's students in that subject. (See the regulations of the U.S. Department of Education at 34 CFR 200.6.)
 - 2) Except as provided in subsection (c)(3) of this Section, for purposes of calculating adequate yearly progress at the district level, each score that demonstrates proficiency but is in excess of the 1 percent maximum set forth in subsection (c)(1) of this Section shall be counted as not demonstrating proficiency and shall be included as such in the calculations for each subgroup of which the student is a member.
 - 3) A district may apply to the State Superintendent of Education for a one-year exception to the 1 percent maximum set forth in subsection (c)(1) of this Section, which may be renewed for one or more subsequent years if warranted. Using a format established by the State Superintendent, the district shall display information demonstrating that the prevalence of students for whom the alternate assessment is appropriate exceeds 1 percent of the total population. The district shall also supply a narrative explaining the disproportionate representation of these students in its population. The State Superintendent of Education shall approve a district's request for an exception if the district superintendent provides assurances that the district meets all the requirements of 34 CFR 200.6 and if the information supplied by the district demonstrates that:
 - A) families of students with the most significant intellectual disabilities have been attracted to live in the district by the

- availability of educational, health, or community services that respond to their needs; or
- B) the district's student population is so small that the presence of even a small number of students with the most significant intellectual disabilities causes the district to exceed the 1 percent threshold (e.g., in a population of 50 students, one student represents 2 percent); or
 - C) other circumstances exist such that the overrepresentation of students with the most significant intellectual disabilities is outside the control of the district, i.e., the overrepresentation is not a result of inappropriate decision-making as to the form of the State assessment that should be used for particular students.
- 4) When scores that demonstrate proficiency and were achieved by students on the IAA make up more than 1 percent of a district's scores in either reading or mathematics, and the district has not received approval for an exception to the 1 percent maximum pursuant to subsection (c)(3) of this Section, the district shall be required to identify the "proficient" scores on the IAA that will be counted as not demonstrating proficiency for purposes of calculating adequate yearly progress (AYP). In making this determination, a district may choose to identify:
- A) scores of students who belong to the fewest subgroups;
 - B) scores of students who belong to the largest subgroups;
 - C) scores of students who belong to the smallest subgroups;
 - D) scores of students who belong to the subgroups whose performance is farthest above the target applicable to the year in question; or
 - E) scores of students who belong to the subgroups whose performance is farthest below the target applicable to the year in question.
- 5) The State Superintendent of Education shall notify each district that is affected by the requirement to identify excess "proficient" scores on the IAA. The deadline set by the State Superintendent shall allow at least five business days for districts' responses. For any district that does not submit

the requested information on this selection within the time allowed, the State Superintendent shall identify the scores that will be considered as not demonstrating proficiency for this purpose.

- d) Targets for scores demonstrating proficiency
 - 1) In each subject and for each subgroup of students, the percentage of scores demonstrating proficiency that is required for AYP shall increase from the original baseline of 40 percent for the 2002-03 school year according to the following schedule:
 - A) For 2003-04, 40 percent;
 - B) For 2004-05 and for 2005-06, 47.5 percent;
 - C) For 2006-07, 55 percent;
 - D) For 2007-08, 62.5 percent;
 - E) For 2008-09, 70 percent;
 - F) For 2009-10, 77.5 percent;
 - G) For 2010-11, 85 percent;
 - H) For 2011-12 and for 2012-13, 92.5 percent;
 - I) For 2013-14, 100 percent.
 - 2) In order to avoid penalizing schools and districts for the decision bias that is associated with a minimum subgroup size, a 95 percent "confidence interval" shall be applied to subgroups' data. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)
- e) "Safe Harbor"

A school or a district in which one or more subgroups fail to achieve the required academic target for a particular year may nevertheless be considered as having made AYP for that year. Each subgroup in question must have attained the minimum subgroup size in the preceding year and, for each such subgroup, there must have been a decrease of at least ten percent in the proportion of scores that

do not demonstrate proficiency in comparison to that subgroup's scores for the preceding year. In addition, if the school is a high school, the relevant subgroup's graduation rate must at least equal the target rate for that year, and, if the school is an elementary or a middle school, the relevant subgroup's attendance rate must at least equal the target rate for that year (see Section 1.70 of this Part). This "safe harbor" method for calculating AYP shall apply only to subgroups within schools or districts; it shall not be used for the aggregate scores of a school or a district as a whole.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.70 Additional Indicators for Adequate Yearly Progress

The indicators discussed in this Section shall apply to all subgroups represented in a school or district as well as to each school or district in the aggregate.

- a) The graduation rate that is required for adequate yearly progress (AYP) in high schools shall increase from the original baseline of 65 percent for the 2002-03 school year according to the following schedule:
 - 1) For 2003-04, 66 percent;
 - 2) For 2004-05, 67 percent;
 - 3) For 2005-06, 69 percent;
 - 4) For 2006-07, 72 percent;
 - 5) For 2007-08, 75 percent;
 - 6) For 2008-09, 78 percent;
 - 7) For 2009-10, 80 percent;
 - 8) For 2010-11, 82 percent;
 - 9) For 2011-12, 84 percent;
 - 10) For 2012-13 and for 2013-14, 85 percent.
- b) The attendance rate that is required for AYP in elementary or middle schools shall increase from the original baseline of 88 percent for the 2002-03 school year according to the following schedule:
 - 1) For 2003-04, for 2004-05, and for 2005-06, 89 percent;
 - 2) For 2006-07, for 2007-08, and for 2008-09, 90 percent;
 - 3) For 2009-10, for 2010-11, and for 2011-12, 91 percent;
 - 4) For 2012-13 and for 2013-14, 92 percent.

- c) A district that includes both high schools and elementary or middle schools shall be required to reach both the targeted graduation rate among its high school students and the targeted attendance rate among its elementary or middle school students in order to achieve AYP for any given year.
- d) The "beginning cohort" for purposes of calculating the adjusted four-year and five-year extended year graduation rates, in accordance with 20 USC 6301 et seq. and 34 CFR 200.19 (2011), shall be the number of students who are entering grade 9 for the first time starting at the beginning of a given school year and continuing until October 1 of that year.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.75 Student Information System

- a) Each school district shall participate in the Student Information System (SIS) established by the State Board of Education by entering data on the students served, their characteristics, their particular needs, the programs in which they participate, and their academic achievement to the Board in a format specified by the State Superintendent and according to the timelines applicable to the system.
- b) In accordance with Section 20 of the P-20 Longitudinal Education Data System Act, any nonpublic school that is recognized under 23 Ill. Adm. Code 425 may elect to participate in the longitudinal data system by disclosing data to the State Board for one or more of the purposes of the Act. [105 ILCS 13/20]
 - 1) A nonpublic school wishing to participate in the SIS shall notify the State Superintendent of Education no later than the start of the school year in which participation will begin. Failure to meet the notification deadline shall delay participation until the following school year.
 - 2) Data submitted to the SIS shall be in a format and in accordance with timelines established by the State Superintendent.
 - 3) Representatives from participating nonpublic schools shall complete any training relative to the SIS that the State Superintendent may require.

(Source: Amended at 35 Ill. Reg. 1056, effective January 3, 2011)

Section 1.77 Educator Licensure Information System (ELIS)

Each school district shall ensure that information on the qualifications of its professional and paraprofessional staff is recorded on the electronic data system maintained by the State Board of Education so that the State Board may complete federally required reports and collect data for the school report card required by Section 10-17a of the School Code [105 ILCS 5]. (See Section 1.79 of this Part.) Regional Offices of Education and Intermediate Service Centers, as agents of the State Board, may access ELIS to ensure an educator is qualified to receive or hold a particular license and/or endorsement or to ensure the educator is qualified for a particular teaching assignment.

(Source: Amended at 41 Ill. Reg. 6924, effective June 2, 2017)

Section 1.79 School Report Card

- a) Each school district shall annually submit, in an electronic format at <http://www.isbe.net/e-reportcard/default.htm>, the information and data required under Section 10-17a of the School Code [105 ILCS 5/10-17a] in accordance with the criteria set forth in this Section.
- b) For the purpose of information required under Section 10-17a(2)(A) of the School Code:
 - 1) Student data relative to race or ethnicity, low-income status, English learners and students with disabilities shall be entered into the SIS (see Section 1.75) by October 15 for enrollment and July 31 for the end-of-the-year enrollment.
 - 2) Data relative to average class and student mobility shall be entered into the electronic report card by June 30.
 - 3) Data relative to average teaching experience shall be calculated using data submitted to the Employment Information System (EIS) located in the Illinois State Board of Education Web-based Application Security System (IWAS) and from data collected by the Illinois Teachers Retirement System.
 - 4) Data relative to the per pupil operating expenditure of the school district and per pupil State operating expenditure shall be calculated through the Annual Financial Reports required under Section 3-15.1 of the School Code [105 ILCS 5/3-15.1] and submitted to regional superintendents of education by October 15.
- c) For the purpose of information required under Section 10-17a(2)(B) of the School Code:
 - 1) Data relative to coursework (i.e., Advanced Placement, International Baccalaureate or other equivalent courses; dual enrollment; foreign language; electives; physical education and health; career and technical education) shall be entered into SIS by July 31. For the purposes of this subsection (c)(1):
 - A) "Equivalent" shall mean college coursework; and

- B) Information regarding physical education coursework shall include the average number of days the course is offered per week per student.
 - 2) Data relative to personnel resources shall be entered into ELIS for every individual holding an educator license in a teaching, school support personnel or administrative field.
 - 3) Data relative to other school programs (i.e., before and after school; extracurricular; community partnerships; work-study; and programs for students who are gifted and talented or have disabilities) shall be entered into the electronic report card before October 31.
- d) For the purpose of information required under Section 10-17a(2)(C) of the School Code:
- 1) Data relative to the percentage of students deemed proficient on the State assessment required under Section 2-3.64a-5 of the School Code relative to the Illinois Learning Standards (see Appendix D) for English language arts and mathematics shall be the results provided to the State Board by the testing contractor.
 - 2) Data relative to the percentage of students who, by grade 8, have passed algebra I, as defined by the Illinois State Course System (see <http://www.isbe.net/ISCS/default.htm>), with a grade of D or better shall be entered into SIS by July 31. (The Illinois State Course System is used to help schools comply with certain federal reporting systems. It uses course titles with descriptions so districts can determine course equivalency (e.g., local course with algebra I).)
 - 3) Data relative to the percentage of high school graduates who are college ready and career ready, respectively, shall be the score determined to be "college ready and career ready" on an assessment identified for this purpose pursuant to Section 2-3.64a-5(c) of the School Code [105 ILCS 5/2-3.64a-5(c)].
 - 4) Data relative to the percentage of high school graduates who are enrolled in postsecondary institutions and are taking a developmental course shall be obtained from the National Student Clearinghouse (see <http://www.studentclearinghouse.org/>).

- e) For the purpose of information required under Section 10-17a(2)(D) of the School Code:
- 1) Data relative to academic progress of students in grade 9 shall be entered into SIS, using the Illinois State Course System, by July 31 and include an indication of whether a student passed or failed each course in which he or she was enrolled.
 - 2) Data relative to whether students entering kindergarten are ready shall be that information reported from the KIDS assessment (see Section 1.420(h)).
 - 3) Starting with the 2016 report card, data relative to academic growth shall be calculated by using a district's results from the State assessment received in the calendar year in which the school report card is published in comparison to the district's results received in the immediately preceding school year.
 - 4) Data relative to the percentage of students who enter grade 9 who are on track for college and career readiness (Section 10-17a(2)(D) of the School Code) shall be achievement of a Level 4 or a Level 5 on the State assessment in English language arts and mathematics administered in grade 8.
- f) For the purpose of information required under Section 10-17a(2)(E) of the School Code:
- 1) Data relative to chronic truants, as defined in Section 26-2a of the School Code [105 ILCS 5/26-2a], shall be entered into the electronic report card by June 20.
 - 2) Data relative to teacher absences, teacher retention and principal retention shall be entered into EIS by September 1.
 - 3) Data relative to school climate shall be reported by the State Board of Education using either the information supplied by the survey vendor or the information submitted pursuant to Section 1.97(g).
 - 4) Data relative to teacher performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be collected beginning in school year 2016-17 and entered into ELIS by September 30 to allow the calculation of a combined percentage of teachers rated as

proficient or excellent on their most recent evaluation to be included on the school report card. (Section 10-17a(2)(E) of the School Code)

(Source: Added at 40 Ill. Reg. 12276, effective August 9, 2016)

Section 1.80 Academic Early Warning and Watch Status

The movement of schools and districts that do not make adequate yearly progress (AYP) into academic early warning status and then into academic watch status shall be as specified in Section 2-3.25d of the School Code, except that the failure to make AYP for two consecutive annual calculations shall be based upon failure to attain the same applicable target, regardless of whether the same subgroup is involved in both calculations. Further, a school or district shall be removed from any “status designation” after two consecutive years’ calculations show that it has met the applicable criteria for AYP in both those years.

(Source: Amended at 31 Ill. Reg. 9897, effective June 26, 2007)

Section 1.85 School and District Improvement Plans; Restructuring Plans

Section 2-3.25d of the School Code requires each district to revise the school improvement plans of any of its schools that are placed on academic early warning or academic watch status and to revise the district's improvement plan if it is placed on academic early warning or academic watch status. Similarly, restructuring plans are required for schools that remain on academic watch status after a fifth annual calculation. As used in this Section, "NCLB" refers to Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6301 et seq.).

- a) A revised school improvement plan shall be submitted to the local school board (and to the local school council in a district operating under Article 34 of the School Code) no later than three months after the district's receipt of notification regarding the school's status. During the 45-day period following its submission to the local board and prior to the board's final approval, each plan shall undergo a peer review process designed by the district.
- 1) In school districts with a population of 500,000 or fewer, revised school improvement plans shall be required to cover the two school years following the assessment necessitating the plan and to:
 - A) incorporate strategies based on scientifically based research and an analysis of State and local assessment data and other information that will strengthen the core academic subjects in the school and address the specific academic areas in which the school's performance has been deficient (NCLB, Section 1116(b)(3)(A)(i));
 - B) include information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;
 - C) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all subgroups enrolled in the school will meet the State's proficient level of achievement not later than the end of the 2013-14 school year, including:
 - i) specific, measurable steps to be taken,
 - ii) a timeline for these activities, and
 - iii) a budget for these activities (NCLB, Section 1116(b)(3)(A)(ii));

- D) include professional development activities for at least the staff providing services in the academic areas in which the school's performance has been deficient (NCLB, Section 1116(b)(3)(A)(iii));
 - E) incorporate a teacher mentoring program (NCLB, Section 1116(b)(3)(A)(x));
 - F) establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students enrolled in the school that will ensure that all such subgroups will make adequate yearly progress and meet the State's proficient level of achievement not later than the 2013-14 school year (NCLB, Section 1116(b)(3)(v));
 - G) describe how the school will provide written notice about the identification to parents of each student enrolled in each school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB 1116(b)(3)(A)(vi));
 - H) specify the responsibilities of the school and the school board under the plan, including the internal and external technical assistance to be provided by the district, technical assistance requested of ISBE, and, if applicable, the district's fiscal responsibilities under Section 1120A of NCLB (NCLB, Section 1116(b)(3)(A)(vii));
 - I) include strategies for promoting effective parental involvement in the school (NCLB, Section 1116(b)(3)(A)(viii));
 - J) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(b)(3)(A)(ix)); and
 - K) include a process for monitoring progress and revising the plan as needed.
- 2) In school districts operating under Article 34 of the School Code, school improvement plans shall comply with the requirements set forth in Section 34-2.4 of the School Code and, if applicable, the requirements set forth in Section 1116 of NCLB.

- 3) Each newly established school shall be required to have a school improvement plan in place by the beginning of its second year of operation. School improvement plans for new schools shall conform to the requirements of subsection (a)(1) or (a)(2) of this Section, as applicable.
- b) A new or revised district improvement plan shall be submitted to the local school board no later than three months after the district's receipt of notification regarding its status. The district improvement plan shall be required to cover the two school years following the assessment necessitating the plan and to:
 - 1) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the district (NCLB, Section 1116(c)(7)(A)(i));
 - 2) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards (NCLB, Section 1116(c)(7)(A)(ii));
 - 3) address the professional development needs of the instructional staff serving the district (NCLB, Section (c)(7)(A)(iii));
 - 4) include specific measurable achievement goals and targets for each subgroup of students, consistent with adequate yearly progress (NCLB, Section 1116(c)(7)(A)(iv));
 - 5) address the fundamental teaching and learning needs in the schools of the district and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement (NCLB, Section 1116(c)(7)(A)(v));
 - 6) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(c)(7)(A)(vi));
 - 7) specify any requests to ISBE for technical assistance related to the plan and the district's fiscal responsibilities, if applicable, under Section 1120A of NCLB (NCLB, Section 1116(c)(7)(A)(vii));

- 8) include strategies for promoting effective parental involvement in the district's schools (NCLB, Section 1116(c)(7)(A)(viii)); and
 - 9) include a process for monitoring progress and revising the plan as needed.
- c) For purposes of compliance with Section 2-3.25d of the School Code [105 ILCS 5/2-3.25d], the requirement for collaboration with "outside experts" in the development of revised school and district improvement plans shall be met through the involvement of a school support team as defined in NCLB, Section 1117(a)(5), or by involving one or more other individuals who would qualify as members of a school support team pursuant to that definition.
- d) Each revised school or district improvement plan shall be submitted to the State Superintendent on the business day next following the date of its approval by the local board, using the electronic format made available for this purpose. The State Superintendent shall verify that each plan contains each of the elements set forth in subsection (a) or subsection (b) of this Section, as applicable.
- e) Section 2-3.25d of the School Code requires the development of a restructuring plan for a school that remains on academic watch status after a fifth annual calculation. Each required restructuring plan shall be approved by the local school board no later than six months after the district's receipt of notification regarding its status. Each school restructuring plan shall indicate that the district is undertaking one or more of the following actions in the affected school:
- 1) reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/Art. 27A];
 - 2) replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate yearly progress;
 - 3) entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
 - 4) implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - A) governance and management, and/or
 - B) financing and material resources, and/or

C) staffing.

- f) Failure by a school district to develop, submit, revise, or implement its school and district improvement plans or school restructuring plans as required by Section 2-3.25d of the School Code shall affect the district's recognition status (see Section 1.20(b) of this Part).

(Source: Amended at 31 Ill. Reg. 5116, effective March 16, 2007)

Section 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III

This Section implements section 6842 of the Elementary and Secondary Education Act (ESEA) (20 USC 6842), which requires that states establish "Annual Measurable Achievement Objectives" (AMAOs) for educational agencies that use funds provided under Title III of the Act to serve students of limited proficiency in English and hold those entities accountable for meeting those objectives. Further, this Section implements section 6823 of ESEA (20 USC 6823), which requires states to hold local educational agencies and schools accountable for meeting all the objectives described in ESEA section 6842.

- a) The three distinct AMAOs address progress, proficiency, and adequate yearly progress (AYP), respectively, in connection with students taking the annual English language proficiency assessment prescribed by the State Board of Education in 23 Ill. Adm. Code 228 (Transitional Bilingual Education). These objectives shall apply at the district or cooperative level, as applicable, i.e., based on the test scores achieved by all the students served by each entity that receives Title III funding. In order to "meet AMAOs" for any given year, a district or cooperative must achieve all of the applicable objectives described in this subsection (a).
 - 1) "Progress" relates to the percentage of a school district's or cooperative's students who are making progress in learning English. An individual student is determined to have made progress in English when his or her composite English proficiency level, which is derived from his or her score on a given administration of the English language proficiency assessment, increased in comparison to the previous composite English proficiency level achieved by at least .5 of a proficiency level or, in the second administration of the English language proficiency assessment, the student achieved the maximum composite English proficiency level attainable on the assessment. (Also see subsection (a)(1)(E) of this Section.) The composite English proficiency levels of students tested but whose parents have withdrawn them from bilingual education programs in accordance with 23 Ill. Adm. Code 228.40(a)(2) (Students' Participation; Records) shall not be counted for this purpose.
 - A) For the purpose of this subsection (a), "composite English proficiency level" means the level associated with the overall scale score achieved on the English language proficiency assessment. The overall scale score is calculated using individual scores achieved in each of the four domains of listening, speaking,

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reading and writing, with greater value being placed on literacy development (i.e., reading and writing scores are weighted).

- B) The Illinois annual progress target shall be 54.4 percent of students showing progress for school year 2010-11, which shall increase to 69.6 percent by school year 2015-16.
- C) The percentage of a district's or cooperative's students who show progress shall increase by a minimum of 3 percent each year.
- D) The provisions of this subsection (a)(1) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.
- E) A student's composite English proficiency level shall be counted for this purpose only if he or she has participated in at least two consecutive administrations of the State-prescribed English language proficiency assessment, except as provided in this subsection (a)(1)(E).
 - i) For a student who previously was enrolled in an Illinois school district and who re-enrolled in an Illinois school district during the current school year, the level of attainment for making progress shall be determined as prescribed in subsection (a)(1) of this Section using the student's current composite English proficiency level on the State-prescribed English language proficiency assessment compared to the student's most recent, previous composite English proficiency level achieved when he or she was enrolled in an Illinois district.
 - ii) For a student enrolled in an Illinois school district and who, for any reason other than not having been enrolled in an Illinois school district at the time of testing, does not have composite English proficiency levels from two consecutive administrations of the State-prescribed English language proficiency assessment, the level of attainment for making progress shall be calculated by multiplying the number of years between the two most recent administrations of the State-prescribed English language proficiency assessment

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in which the student has participated by .5. For example, a student who took the test in school year 2010-11 and school year 2008-09 must increase his or her composite English proficiency level by 1.0 of a proficiency level in order to be considered as making progress (.5 of a proficiency level x 2 years = 1.0 of a proficiency level).

- 2) "Proficiency" relates to the percentage of students who attained the scores identified by the State Board of Education as demonstrating English language proficiency and eligibility to exit an English learner program. The scores of students tested but whose parents have withdrawn them from bilingual education programs in accordance with 23 Ill. Adm. Code 228.40(a)(2) (Students' Participation; Records) shall not be counted for this purpose.
 - A) The Illinois annual proficiency target shall be six percent of students attaining English proficiency for school year 2009-10, with the target increasing to 15 percent by school year 2015-16.
 - B) The percentage of the district's or cooperative's students attaining proficiency shall increase by 1 or 2 percent each year. The State Superintendent shall inform districts and cooperatives annually of the percentage to be used.
 - C) The provisions of this subsection (a)(2) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.
- 3) "Adequate yearly progress" or "AYP" has the meaning given to that term in Section 1.40 of this Part, except that, for purposes of this Section, AYP is specific to the scores earned on the reading and mathematics portions of the State assessment by students with limited proficiency in English, to their participation in the State assessment, and to their attendance or graduation rate, as applicable. The AYP objective shall apply only when the number of students served is treated as a subgroup under Section 1.60(a) of this Part.
 - b) In order to avoid penalizing districts and cooperatives for the decision bias that is associated with drawing inferences from a small distribution, a 95 percent "confidence interval" shall be applied to the data involved in each calculation

discussed in subsection (a) of this Section. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

- c) The scores of all students served by a cooperative shall be analyzed as one group for purposes of determining whether the cooperative has met AMAOs in a given year. When a district changes cooperative membership, the scores of its students from the most recently completed school year will be used to determine whether the new cooperative has met progress under subsection (a)(1) of this Section. The determination for a cooperative shall also apply to each of its member districts.
- d) Section 6842(b) of ESEA requires entities funded under Title III that fail to reach AMAOs for two consecutive years to prepare improvement plans designed to ensure that the entities will meet those objectives in the future. Each entity that is subject to this requirement shall submit its plan no later than six months after it receives notification from ISBE of its failure to meet AMAOs for the second consecutive year. Should a district or cooperative elect not to apply for Title III funding in the subsequent year, it shall be required to submit an improvement plan before it next applies, unless data on the performance of its students demonstrate that the entity met AMAOs in the most recent year preceding its new application for funding. ISBE shall not approve an application for Title III funds from an entity that is subject to this requirement until its plan has been submitted.
- e) When an entity funded under Title III has failed to reach AMAOs for four consecutive years, ISBE shall, as required by section 6842(b)(4) of ESEA:
 - 1) require the entity to modify its curriculum, program, and method of instruction; or
 - 2) make a determination regarding the entity's continued receipt of funds under Title III and require the entity to replace educational personnel relevant to the entity's failure to meet the achievement objectives.
- f) The sanctions chosen pursuant to subsection (e) of this Section shall be identified based upon ISBE's analysis of the factors that prevented the entity from attaining the AMAOs, including those factors presented in the improvement plan submitted in accordance with subsection (d) of this Section. In particular, ISBE shall deny continued Title III funding to an entity that:
 - 1) fails or refuses to serve students according to relevant legal and/or regulatory requirements; or

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.90 System of Rewards and Recognition – The Illinois Honor Roll

The State Board of Education shall recognize schools for academic performance in three separate categories as provided in this Section.

a) Criteria for Spotlight Schools

- 1) The school made adequate yearly progress in the two most recent school years;
- 2) At least 50 percent of the students enrolled in the school in the most recent school year were classified as low-income students;
- 3) At least 60 percent of the scores relevant to adequate yearly progress that were attained by the school's students in the most recent school year were classified as demonstrating proficiency (see Section 1.30(h) of this Part); and
- 4) At least 50 percent of the scores relevant to adequate yearly progress that were attained by the school's students in the two school years immediately prior to the most recent school year were classified as demonstrating proficiency.

b) Criteria for the Academic Improvement Award

The school made significant academic improvement by showing, with respect to its students' scores that are relevant to adequate yearly progress and were classified as demonstrating proficiency, either:

- 1) at least a 7.5 percent increase for the most recent school year when compared to the immediately preceding school year; or
- 2) at least a 15 percent cumulative increase for the most recent school year when compared to the school year two years before that year, provided that during that time there has been no decrease in the percentage from any one year to the next.

c) Criteria for the Academic Excellence Award

The school made adequate yearly progress in the two most recent school years and:

- 1) The school served any of Grades 8 and below only and at least 90 percent of its students' scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or
- 2) The school served any of Grades 9 through 12 only and at least 80 percent of its students' scores that are relevant to adequate yearly progress were classified as demonstrating proficiency for the three most recent school years; or
- 3) The school served one or more grades below Grade 9 as well as one or more grades above Grade 8 and met the criteria stated in both subsection (c)(1) and subsection (c)(2) of this Section.

(Source: Amended at 29 Ill. Reg. 19891, effective November 23, 2005)

Section 1.95 Appeals Procedure

Pursuant to Section 2-3.25m of the School Code [105 ILCS 5/2-3.25m], a school district may request an appeal of a school's or the district's status level, recognition level determined pursuant to Section 2-3.25f of the School Code, or corrective actions undertaken by ISBE pursuant to Section 2-3.25f of the School Code or the No Child Left Behind Act of 2001. An appeal may not be brought pursuant to Section 2-3.25m challenging the validity of any State or federal law or requesting relief that ISBE is without authority to provide.

- a) A district shall request such an appeal by sending a written request to the State Board of Education for consideration by the Appeals Advisory Committee. The district must submit its appeal within 30 days after receipt of notification from the State Board of the school's or district's status level, recognition level, or corrective action, or by September 1 of the calendar year in which the notification occurs, whichever occurs later. The appeal may not be based upon alleged inaccuracies in data in any State assessment other than the most recent State assessment, or any other cause known to the district during the prior year's period for appeals. Upon receipt of a request, State Board staff shall provide an opportunity for the district to meet with State Board staff (either in person or over the telephone) in an effort to resolve the issues raised in the request through informal means.
- b) If a district elects not to meet with State Board staff, or if the district wishes to proceed with the appeal upon conclusion of the informal resolution process, the State Board shall commence the appeals process set forth in this Section. The timeframes set forth for appeals shall be tolled during the pendency of the informal resolution process. Nothing contained in this Section shall preclude the State Board and the district from reaching agreement as to the resolution of an appeal at any time during the appeals process.
- c) After a determination of a review schedule by the Committee, the State Board will give written notice of the date, time, and place of the hearing to the school district not less than 21 days before the hearing date. The notice shall be sent by certified mail, return receipt requested.
- d) The school district may be represented by an attorney throughout the proceedings. The office of the General Counsel to the State Board will represent the State Board. Both the school district and the State Board will be afforded the opportunity to file written briefs before the hearing. The school district shall submit its brief to the following address: Illinois State Board of Education, Office of the General Counsel, 100 North First Street, Springfield, Illinois 62777-0001.

The State Board shall submit its brief to the district and shall provide both the district's and the State Board's briefs to each member of the Committee.

- 1) The school district's brief shall be due 7 days after the district's receipt of the notice of opportunity for hearing.
 - 2) The State Board's brief shall be due 14 days after the State Board's receipt of the district's brief or, if no brief is filed by the district, 14 days after the notice of opportunity for hearing is sent.
- e) After briefs have been submitted pursuant to subsection (d) of this Section, no party shall submit additional information to the Committee unless so requested by the Committee's chairperson. The State Board will provide a signed assurance to the Committee that any calculations at issue were double-checked.
- f) At the time its brief is filed, either the school district or the State Board may request an opportunity for oral argument before the Committee.
- 1) Each party will be given 30 minutes for argument, and the school district may reserve 10 of its 30 minutes for rebuttal. The Committee may ask questions during such argument.
 - 2) If neither party requests oral argument, the Committee may request that the parties make an oral presentation on the date scheduled for the hearing.
- g) If two or more districts request an appeal regarding the same question of policy, law, or fact, the State Board may consolidate those appeals if the agency determines that consolidation would secure economies of time and effort and promote uniformity of decision-making by the Committee. Consolidated appeals shall be handled as provided in this subsection (g).
- 1) Each district may submit its own brief, or any two or more of the districts whose appeals are consolidated may elect to write a joint brief.
 - 2) All districts whose appeals are consolidated will be given 40 minutes for argument, and the districts may reserve ten of their 40 minutes for rebuttal. The districts shall either select one or more representatives to argue on behalf of the districts or divide the time equally amongst all districts.
 - 3) The agency shall submit one brief in response to the question of policy, law, or fact subject to the consolidated appeal and shall have 30 minutes for argument.

- h) The chairman of the Committee will conduct the review proceeding and hearing. During the hearing, the Committee shall consider only those issues raised in the briefs or by oral argument of the parties. All hearings will be recorded. A majority of committee members shall constitute a quorum. Committee recommendations must be approved by a majority vote of a quorum. Each committee member shall recuse himself or herself when hearing an appeal from a district with which the member has a conflict of interest, e.g., employment by the district, having a close family member in attendance at a school in the district or employed by the district, service as a school board member, or other affiliation with the district. The Committee may adopt other procedures for its governance not inconsistent with this Part.
- i) Within 30 days after the hearing, the Committee shall submit a written recommendation for action to the State Superintendent of Education and shall state the reasons for its recommendation. All recommendations shall be based on an objective evaluation of the district's claims and a review of the State Board's data and calculations. The Committee may recommend that the State Superintendent affirm or reverse the decision of the State Board, in whole or in part.
- j) The State Superintendent shall thereafter make a recommendation for action to the State Board of Education. The State Board of Education shall make the final determination.

(Source: Amended at 30 Ill. Reg. 8480, effective April 21, 2006)

Section 1.97 Survey of Learning Conditions

In accordance with Section 2-3.153 of the School Code [105 ILCS 5/2-3.153], each school district shall *administer, at least biennially, a survey instrument in every public school attendance center by a date specified by the State Superintendent of Education, and data resulting from the instrument's administration must be provided to the State Board of Education.* The purpose of the survey is to *publicly report on selected indicators of learning conditions* in Illinois schools. The State Superintendent of Education shall identify the survey to be used for statewide administration according to the requirements set forth in Section 2-3.153 of the School Code.

- a) Each school with students in any of grades 6 through 12 shall administer a survey to teachers and students in those grade levels no sooner than January 1 nor later than March 31, according to the schedule established under subsection (b). The State Superintendent of Education shall identify the survey to be used and post the specific dates of the survey's administration by September 1 annually at <http://www.isbe.net/5essentials/default.htm>. For the purposes of this Section:
 - 1) "Teacher" means any individual who holds an educator license issued pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B] and whose primary responsibility is to provide instruction to students at any grade level of prekindergarten through grade 12 for more than 50 percent of the school day or school year. "Teacher" does not include paraprofessional educators, substitute teachers, tutors, instructional coaches who do not meet the criteria specified in this subsection (a)(1), or student teachers.
 - 2) "School" includes any alternative school established by the school district, including Alternative Learning Opportunity Programs authorized under Article 13B of the School Code [105 ILCS 5/Art. 13B] operated at a location other than one of the district's schools.
- b) The State Superintendent shall identify the school districts required to administer the survey in any given year to ensure that none is required to participate more than once every other year; however, school districts may choose to administer the survey annually.
- c) A school district shall not require a student or teacher to participate in the survey nor respond to each question on the survey; however, at least 50 percent of the teachers in a school must submit a survey in order for the school district to receive results.

- d) Schools with fewer than eight teachers shall administer the survey to their student population only.
- e) Survey results shall be used to meet the requirements of Section 10-17a(2)(E) of the School Code [105 ILCS 5/10-17a(2)(E)] regarding reporting, on the State and district school report cards, *2 or more indicators from any school climate survey*. School districts using a survey instrument identified under subsection (g), or those districts choosing to survey parents, shall submit the results to the State Superintendent of Education no later than August 1 for inclusion on the school report cards.
- f) For purposes of Section 24A-20 of the School Code, the survey required under Section 2-3.153 of the School Code and this Section shall be the instrument to be used *to provide feedback to principals on the instructional environment within a school* (Section 24A-20 of the School Code). A school district may incorporate results from the survey into the principal evaluation rubric or instrument required under 23 Ill. Adm. Code 50.320 (Professional Practice Components for Principals and Assistant Principals).
- g) *A school district may elect to use, on a district-wide basis and at the school district's sole cost and expense, an alternate survey of learning conditions instrument pre-approved by the State Superintendent.* (Section 2-3.153(b) of the School Code)
 - 1) The State Superintendent shall post annually the survey instruments authorized under this subsection (g) no later than July 1 at <http://www.isbe.net/5essentials/default.htm>.
 - 2) Any school district wishing to use a survey instrument authorized under this subsection (g) shall submit a form developed for this purpose and posted at <http://www.isbe.net/5essentials/default.htm> to the State Superintendent no later than August 1. The form shall state, at a minimum, the requirements for and conditions of administering a survey instrument authorized under this subsection (g) that are stipulated at Section 2-3.153(b) of the School Code.
 - 3) A school district's failure to submit the form required under subsection (g)(2) shall result in the district's being required to use the survey identified for statewide administration and posted at <http://www.isbe.net/5essentials/default.htm>.
- h) *If in any year the appropriation to the State Board of Education is insufficient for the State's costs associated with statewide administration of the instrument, the*

State Board of Education shall give priority to districts with low-performing schools and a representative sample of other districts. (Section 2-3.153 of the School Code) For the purposes of this subsection (h), "low-performing schools" are those school districts that meet the criteria set forth at Section 2-3.25d-5 of the School Code. The State Superintendent of Education shall identify additional school districts for purposes of administering the survey based upon factors such as demographics, economics and geographic location.

- 1) Not later than July 1, the State Superintendent of Education shall notify each low-performing school and each other school district selected as part of the "representative sample" of the requirement to administer the survey.
- 2) Within 15 calendar days after receiving the notification required under subsection (h)(1), a school district selected as part of the representative sample may petition the State Superintendent to be excused from the survey administration. The written petition shall state the reasons why the school district believes it lacks the capacity to administer the survey. The State Superintendent shall notify the school district of his or her acceptance or rejection of the petition no later than 15 calendar days after it is received.

(Source: Added at 39 Ill. Reg. 13411, effective September 24, 2015)

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

- a) As authorized in Section 2-3.25g of the School Code [105 ILCS 5], an eligible applicant, as defined in 2-3.25g(a), or *any Independent Authority established under Section 2-3.25f-5 of the School Code* may petition for:
 - 1) Approval of waivers or modifications of State Board of Education rules and of modifications of School Code mandates, which may be requested to meet the *intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance* [105 ILCS 5/2-3.25g(b)]; and/or
 - 2) Approval of waivers of School Code mandates, which *may be requested when necessary to stimulate innovation or to improve student performance or the intent of the mandate in a more effective, efficient or economical manner* [105 ILCS 5/2-3.25g(b)].
- b) "The School Code" comprises only those statutes compiled at 105 ILCS 5.
 - 1) Waivers or modifications from State Board rules or School Code mandates implementing compliance with the federal Every Student Succeeds Act (20 USC 6301 et seq.) or the Every Student Succeeds Act State Plan are not permitted.
 - 2) Waivers or modifications of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations, as required under Article 24A of the School Code, are not permitted and *on September 1, 2014, any previously authorized waiver or modification from such requirements shall terminate* (Section 2-3.25g(b) of the School Code).
 - 3) Waivers of mandates contained in Section 5-1 of the School Code or in Section 5-2.1 of the School Code also shall not be requested.
- c) As used in this Section, "waiver" means a petition to discontinue the implementation of a mandate and "modification" means a petition to partially implement a mandate.
- d) Each application for a waiver or modification shall provide the following, on a form supplied by the State Board of Education.
 - 1) Identification of the rules or mandates involved, either by quoting the

exact language of or by providing a citation to the rules or mandates at issue. Applicants unable to determine the exact language or citation may obtain a copy of, or citation to, the rules or mandates involved by contacting the State Board of Education Regulatory Support and Wellness Division by mail at 100 North First Street, Springfield, Illinois, 62777-0001, by email at waivers@isbe.net, or by telephone at 217-782-5270.

- 2) Identification as to the specific waivers and/or modifications sought. For modifications, the specific modified wording of the rules or mandates must be stated.
- 3) Identification as to whether the request is for an initial waiver or modification or for the renewal of a previously approved request.
- 4) For requests based upon meeting the intent of the rule or mandate in a more effective, efficient, or economical manner, a narrative description that sets forth:
 - A) the intent of the rule or mandate to be achieved;
 - B) the manner in which the applicant will meet that intent;
 - C) how the manner proposed by the applicant will be more effective, efficient or economical; and
 - D) if the applicant proposes a more economical manner, a fiscal analysis showing current expenditures related to the request and the projected savings that would result from approval of the request.
- 5) If the request is necessary for stimulating innovation or improving student performance, the request must include the specific plan for improved student performance and school improvement upon which the request is based. This plan must include a description of how the applicant will determine success in the stimulation of innovation or the improvement of student performance.
- 6) If the request is for a waiver of the administrative expenditure limitation established by Section 17-1.5 of the School Code, the request must include the amount, nature and reason for the requested relief and all remedies that have been exhausted to comply with the administrative expenditure limitation and shall otherwise comply with Section 17-1.5(d) of the School

Code.

- 7) The time period for which the waiver or modification is sought. Pursuant to Section 2-3.25g of the School Code, this time period may not exceed five years, except for requests made pursuant to subsection (c)(6) of this Section, which may not exceed one year (see Section 17-1.5(d) of the School Code).
- 8) A description of the public hearing held to take testimony about the request from educators, parents and students, which shall include the information required by Section 2-3.25g of the School Code.
- 9) An assurance stating the date of the public hearing conducted to consider the application and, if applicable, the specific plan for improved student performance and school improvement; affirming that the hearing was held before a quorum of the board or before the regional superintendent, as applicable, and that it was conducted as prescribed in Section 2-3.25g of the School Code; and stating the date the application (and, if applicable, the plan) was approved by the local governing board or regional superintendent.
- e) Each applicant must attach to the application a dated copy of the notice of the public hearing that was published in a newspaper of general circulation, a dated copy of the written notifications about the public hearing provided to the applicant's collective bargaining agent and to those State legislators representing the applicant, and a dated copy of the notice of the public hearing posted on the applicant's website, each of which must comply with the requirements of Section 2-3.25g of the School Code.
- f) Applications must be sent by certified mail, return receipt requested, and addressed as specified on the application form.
- g) Applications must be postmarked not later than 15 calendar days following the local governing board's approval. (See Section 2-3.25g(d) of the School Code.) Applications addressed other than as specified on the application form shall not be processed.
- h) Applications for the waiver or modification of State Board rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by the State Board of Education unless disapproved in writing. Receipt by the State Board shall be determined by the date of receipt shown on the return receipt form, except in the case of an

incomplete application.

- 1) An applicant submitting an incomplete application shall be contacted by staff of the State Board regarding the need for additional information and the date by which the information must be received in order to avoid the application's return as ineligible for consideration.
 - 2) The 45-day response time referred to in this subsection (h) shall not commence until the applicant submits the additional material requested by the State Board.
 - 3) Each application that has not been made complete by the date identified in accordance with subsection (h)(1) shall be ineligible for consideration and shall be returned to the applicant with an explanation as to the deficiencies.
- i) *The State Board may disapprove a request for the waiver or modification of State Board rules or for the modification of School Code mandates if the request:*
- 1) *is not based upon sound educational practices;*
 - 2) *endangers the health or safety of students or staff;*
 - 3) *compromises equal opportunities for learning; or*
 - 4) *does not address the intent of the rule or mandate in a more effective, efficient or economical manner or does not have improved student performance as a primary goal. [105 ILCS 5/2-3.25g(d)]*
- j) Disapproval of an application for a waiver or modification of a State Board rule or for a modification of a School Code mandate shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application by the State Board. An applicant wishing to appeal the denial of a request may do so within 30 calendar days after receipt of the denial letter by sending a written appeal by certified mail to the Illinois State Board of Education, Regulatory Support and Wellness Division, 100 North First Street, E-222, Springfield, Illinois 62777-0001 or by email to waivers@isbe.net. The written appeal shall include the date the local governing board approved the original request, the citation of the rule or School Code section involved, and a brief description of the issue. Appeals of denials shall be submitted to the General Assembly in the semiannual report required under Section 2-3.25g of the School Code.

- k) Applications shall be received by August 15 to be considered for the fall waiver report and January 15 to be considered for the spring waiver report. The State Superintendent of Education shall periodically notify school districts and other potential applicants of the date by which applications must be postmarked in order to be processed for inclusion in the next report to the General Assembly. Each application will be reviewed for completeness. Complete applications shall be submitted to the General Assembly in the next report. Incomplete applications shall be treated as discussed in subsections (h)(1) and (h)(3).
- l) The State Superintendent shall notify Regional Superintendents of Schools and Intermediate Service Centers of the disposition of requests for waivers or modifications submitted by school districts located within their regions.

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

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

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

- a) A school district, private school or resident wishing to appeal the decision of the regional superintendent to deny or approve an exemption request may do so by sending a written appeal on or before April 15 by certified mail to the Illinois State Board of Education, Public School Recognition Division, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601 or by email to mandateappeal@isbe.net. The written appeal shall include:
 - 1) the date the regional office of education acted on the exemption request;
 - 2) a copy of the original request that includes the citation of the rule or School Code section involved;
 - 3) a copy of the regional superintendent's decision to grant or deny the request;
 - 4) a narrative explanation of the petitioner's objections to the regional superintendent's decision (not to exceed two pages), along with any documentation that directly supports the argument being made; and
 - 5) the name, address, telephone number and contact person of the school district or private school submitting the appeal, or the name, address and telephone number of the resident submitting the appeal.
- b) The State Superintendent of Education shall provide written notice of the date, time, and location of the hearing to consider the appeal to the petitioner not less than 10 days before the hearing date. The notice shall be sent by certified mail, return receipt requested. Copies of the notice of hearing also shall be provided to the school district's regional superintendent of schools and, in the case of a resident's appeal, to the school district superintendent or private school administrator. Any hearing shall be held no later than May 15 of each year.

- c) A petitioner may present oral testimony at the hearing, not to exceed 30 minutes. Any responses to the petitioner's testimony made by the school district, private school or regional superintendent of schools also shall be limited to no more than 30 minutes.
- d) The State Superintendent of Education shall consider the net costs associated with the implementation of the mandate and other evidence of its financial impact presented by the school district or private school to determine if implementation or operation is cost-prohibitive. For purposes of this Section, "cost-prohibitive" means that the financial burden of implementing or operating the mandate is greater than the benefits to be received.
- e) The State Superintendent shall inform the petitioner of his or her decision at the conclusion of the hearing. (See Section 22-60(b) of the School Code.) A written summary of the decision, including reasons for accepting or denying the appeal, shall be provided to each affected party no later than 10 calendar days after the hearing.
- f) A school district, private school or regional superintendent of schools shall provide to a resident of the district, upon the resident's request, a copy of the original exemption request or a copy of the decision regarding the exemption request, along with the reason for the denial or approval, no later than 10 calendar days after the request has been made.
- g) City of Chicago School District 299 or a private school located in the City of Chicago shall submit any request for an exemption from a statutory or regulatory mandate to the Division Supervisor of the Public School Recognition Division, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601, within the timelines and in the format specified in Section 22-60 of the School Code.
 - 1) The division supervisor shall schedule a public hearing to take testimony from the district and interested residents about the request.
 - 2) A committee comprised of representatives from each department of the State Board of Education with a responsibility for the statutory or regulatory mandate shall review the request and the testimony provided at the public hearing. The committee shall recommend to the division supervisor whether the request should be granted, and the division supervisor shall send written notification of his or her decision to the district or private school on or before March 15, along with reasons why the exemption was granted or denied.

- 3) A public hearing conducted under this subsection (g) shall comply with the Open Meetings Act [5 ILCS 120].
- 4) The process for a school district, private school or resident to appeal a decision made pursuant to subsection (g)(2) of this Section shall be as provided in this Section.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

SUBPART B: SCHOOL GOVERNANCE

Section 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code

Entities that offer professional development activities, such as training organizations, institutions, regional offices of education, firms, professional associations, teachers' unions, and universities and colleges, may apply to the State Board of Education for approval to conduct leadership training activities for members of Illinois boards of education or Independent Authorities established under Section 2-3.25f-5 of the School Code in each of the topics specified in Section 10-16a of the School Code [105 ILCS 5/10-16a].

- a) Except as provided in subsection (b), each entity wishing to receive approval to offer the leadership training required under Section 10-16a of the School Code shall submit an application on a form supplied by the State Board of Education. An entity shall submit the application to the State Board of Education any time between March 1 and May 1 of each even-numbered year. Any application received after May 1 shall not be considered for that approval cycle. Each entity shall provide:
 - 1) a description of the intended offerings in each of the required areas;
 - 2) the qualifications and experience of the entity and of each presenter to be assigned to provide the leadership training, which shall include evidence of a presenter's specific skills and knowledge in the area or areas in which he or she will be assigned;
 - 3) the mode of delivery of the professional development (e.g., in-person instruction, distance-learning); and
 - 4) assurances that the requirements of subsection (c) will be met.
- b) An organization that has one or more affiliates (e.g., regional offices, local chapters) based in Illinois may apply for approval on their behalf.
 - 1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) with respect to each one.
 - 2) The applicant organization's provision of the assurances required pursuant to subsection (a)(4) shall be understood to apply to each affiliate for which approval is sought.

- 3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be removed from the list of approved providers.
 - 4) The approval status of the applicant organization shall be contingent upon its affiliates' compliance with the applicable requirements of this Section.
- c) Each entity approved to provide leadership training under this Section shall:
 - 1) verify attendance at its training activities, provide to participants a written confirmation of their completion of the training, and require participants to complete an evaluation of the training; and
 - 2) maintain attendance and evaluation records for each event or activity it conducts or sponsors for a period of not less than five years.
- d) Applicants may be asked to clarify particular aspects of their materials.
- e) The State Superintendent of Education, in consultation with the Illinois Association of School Boards (IASB), shall respond to each application for approval no later than 30 days after receiving it.
- f) An entity shall be approved to offer leadership training if the entity's application presents evidence that:
 - 1) the leadership training that it sponsors or conducts will be developed and presented by persons with education and experience in the applicable areas to which they will be assigned; and
 - 2) the proposed training meets the requirements of Section 10-16a of the School Code.
- g) The State Board of Education shall post on its website at www.isbe.net the list of all approved providers. The website also shall indicate that the IASB is authorized under Section 10-16a(c) of the School Code to provide leadership training.
- h) Approval as a provider shall be valid for two calendar years (i.e., January 1 through December 31). To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board of Education, within the timeframe specified in subsection (a), 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) evidence that the material to be used in the renewal cycle conforms to current statute, rules and procedures of the State Board of Education; and
 - 3) copies of the evaluations of the training that participants completed during the last approval period.
- i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h), provided that the State Superintendent has received no evidence of noncompliance with the requirements of this Section.
 - j) The State Board of Education may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of leadership training, which the State Board may, at its discretion, monitor at any time. In the event an evaluation indicates that the requirements have not been met, the State Board of Education, in consultation with IASB, may withdraw approval of the provider.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.220 Duties of Superintendent (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.230 Board of Education and the School Code (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.240 Equal Opportunities for all Students

- a) All students within a school district must be provided equal opportunities in all education programs and services provided by the system (see Section 10-20.12 of the School Code).
- b) No school system may *exclude or segregate any pupil*, or discriminate against any pupil on the basis of *his or her race, color, religion, sex, national origin, ancestry, age, marital status, or physical or mental disability, sexual orientation, pregnancy [775 ILCS 5/1-102(A)], gender identity, or status of being homeless [105 ILCS 45/1-5 and 42 USC 11434a(2)]*. Further, no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (*Plyler v. Doe*, 457 U.S. 202 (1982)). In order to comply with this subsection (b), the documents required by a school system as proof of residency for a student, when taken together, shall not result in a requirement for proof of legal presence, such as a Social Security number. That is, the permissible combinations of documents must be sufficiently variable to afford an opportunity for those who lack proof of legal presence or immigration status to meet the stated requirements. No school district shall impose requirements for enrollment more restrictive than those established under relevant Illinois and federal law. For example, no school system shall require court-ordered guardianship when an individual enrolling a student meets the legal custody requirements of Section 10-20.12b(a)(2)(iv) or (v) of the School Code [105 ILCS 5/10-20.12b(a)(2)(iv) or (v)], and each school system shall immediately enroll and serve homeless children without requiring the provision of any documentation, in accordance with the Illinois Education for Homeless Children Act [105 ILCS 45] and the McKinney-Vento Homeless Education Assistance Act [42 USC 11434].
- c) The board of education shall submit periodic reports as required by the State Board of Education detailing pupil attendance, faculty assignments, and actions taken and planned to prevent and eliminate segregation.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards

A parent or guardian who receives notice of a school board's intention to deny enrollment to a student for either of the reasons specified in Section 26-2(c) of the School Code [105 ILCS 5/26-2] may appeal the determination to exclude the student.

- a) Upon the request of the parent or guardian, the school board or a hearing officer appointed by the board shall hold a hearing to review the board's determination.
- b) The parent or guardian shall have the right to appear at the hearing and discuss the board's determination to exclude the student with the board or its hearing officer.
- c) If a hearing officer has been appointed by the board, he or she shall provide to the board a written summary of the evidence heard at the hearing.
- d) After the hearing, if held by the board, or after the board's receipt of the hearing officer's written summary, the board may take the action it finds appropriate.
- e) Any appeal requested by the parent or guardian must be heard and a final determination made under subsection (d) of this Section before the student may be denied enrollment under Section 26-2(c) of the School Code.

(Source: Added at 30 Ill. Reg. 16338, effective September 26, 2006)

Section 1.245 Waiver of School Fees

This Section provides the rules required by Section 2-3.96 of the School Code under which each school district is required to adopt a written policy for the waiver of school fees as required by Sections 10-20.13 and 34-21.6 of the School Code [105 ILCS 5/10-20.13 and 34-21.6].

- a) For the purposes of this Section "school fees" or "fees" means any monetary charge collected by a public school or public school district from a student or the parents or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the school or school district. A school or school district does not impose a "fee" when it requires that a student provide his or her own ordinary supplies or materials (e.g., pencil, paper, notebooks), which are necessary to participate in any curricular or extracurricular program.
 - 1) "School fees" include, but are not limited to, the following:
 - A) All charges for required textbooks and instructional materials.
 - B) All charges and deposits collected by a school for use of school property (e.g., locks, towels, laboratory equipment).
 - C) Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/ and technical education or the sciences).
 - D) Charges or deposits for uniforms or equipment related to varsity and intramural sports, or to fine arts programs.
 - E) Charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies).
 - F) Graduation fees (e.g., caps, gowns).
 - G) School records fees.
 - H) School health services fees.

- I) Driver's education fees assessed pursuant to Section 27-24.2 of the School Code [105 ILCS 5/27-24.2].
- 2) "School fees" do not include:
 - A) Library fines and other charges made for the loss, misuse, or destruction of school property (e.g., musical instruments).
 - B) Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items.
 - C) Charges for optional travel undertaken by a school club or group of students outside of school hours (e.g., a trip to Spain by the Spanish club or a senior class trip).
 - D) Charges for admission to school dances, athletic events or other social events.
 - E) Optional community service programs for which fees are charged (e.g., preschool, before- and after-school child care, recreation programs).
- b) School boards that do not charge school fees must adopt a policy so stating. Parents must be notified of this policy as provided in this Section.
- c) School boards that charge school fees must adopt a policy and procedures containing at least the following elements:
 - 1) Eligibility Criteria
 - A) Eligibility criteria must include a waiver of fees for all students who qualify for free lunches or breakfasts under the School Breakfast and Lunch Program Act [105 ILCS 125]. Students must meet the income requirements of the program but need not participate in order to receive a waiver of school fees.
 - B) Eligibility criteria must also include a description of other extenuating circumstances under which the district will grant a waiver of school fees. Examples include students who are eligible to receive reduced-price lunch or breakfast; very significant loss of income due to severe illness or injury in the family or unusual expenses such as fire, flood, or storm damage; or similar

emergency situations that the district determines to include in its policy.

2) Notification of parents

A) The district's policy for the waiver of school fees shall be communicated in writing to the parents of all students enrolling in the district for the first time. A fee waiver application form also may be included with this notice when it is sent to parents. The notification must be in English or the home language of the parents if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, the use of interpreters is permitted, e.g., other students or neighbors). The notice shall at least describe:

- i) the district's policy, including the criteria and other circumstances under which the district will waive school fees;
- ii) the fees subject to waiver under the district's policy;
- iii) the procedure to be used by parents in applying for a waiver of school fees, including the availability of forms that may be used to request a fee waiver and the documents whose use is required by the school district in verifying income as permitted under subsection (d) of this Section; and
- iv) the procedure to be used by parents in resolving disputes concerning the waiver of school fees.

B) The district's policy also shall provide that the first bill or notice of each school year sent to parents who owe fees shall state:

- i) the district waives fees for persons unable to afford them in accordance with its policy; and
- ii) the procedure for applying for a fee waiver, or the name, address and telephone number of the person to contact for information concerning a fee waiver.

3) Procedures for the resolution of disputes

- A) The district's policy must provide that if it denies a request for a fee waiver, then it shall mail a copy of its decision to the parents within 30 calendar days after receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year, if circumstances change.
- B) An appeal shall be decided within 30 calendar days after the receipt of the parents' request for an appeal. Parents shall have the right to meet with the person who will decide the appeal in order to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee waiver or a subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.
- C) No fee shall be collected from any parent who is seeking a fee waiver in accordance with the district's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.
- d) A school district may make reasonable requirements for verifying a family's income (e.g., payroll stubs, tax returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) in accordance with the restrictions set forth in Sections 10-20.13 and 34-21.6 of the School Code. If a student receiving a waiver of school fees is found to be no longer eligible during the school year, then the district shall charge the student a prorated amount based upon the number of school days remaining in the school year. The process for proration shall be set forth in the district's fee waiver policy adopted in accordance with subsection (c) of this Section.
- e) If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in the district must be notified in writing within 30 calendar days following the adoption of the amendments.
- f) School records that identify individual students as applicants for or recipients of fee waivers are subject to the Illinois School Student Records Act [105 ILCS 10]. Information from such records is confidential and may be disclosed only as provided in the Act.

- g) *No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, may be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees [105 ILCS 5/28-19.2(a)].*

(Source: Amended at 34 Ill. Reg. 2959, effective January 18, 2010)

Section 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.270 Book and Material Selection (Repealed)

(Source: Repealed at 29 Ill. Reg. 15789, effective October 3, 2005)

Section 1.280 Discipline

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

- a) The board of education shall establish and maintain a parent-teacher advisory committee as provided in Section 10-20.14 of the School Code.
- b) The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code and disseminate that policy as provided in Section 10-20.14 of the School Code.
- c) Any use of isolated time out or physical restraint permitted by a board's policy shall conform to the requirements of Section 1.285. If isolated time out or physical restraint is to be permitted, the policy shall include:
 - 1) the circumstances under which isolated time out or physical restraint will be applied;
 - 2) a written procedure to be followed by staff in cases of isolated time out or physical restraint;
 - 3) designation of a school official who will be informed of incidents and maintain the documentation required pursuant to Section 1.285 when isolated time out or physical restraint is used;
 - 4) the process the district or other administrative entity will use to evaluate any incident that results in an injury that the affected student (or the responsible parent or guardian), staff member, or other individual identifies as serious;
 - 5) a description of the alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4); and
 - 6) a description of the district's or other administrative entity's annual review of the use of isolated time out or physical restraint, which shall include at least:
 - A) the number of incidents involving the use of these interventions,

- B) the location and duration of each incident,
 - C) identification of the staff members who were involved,
 - D) any injuries or property damage that occurred, and
 - E) the timeliness of parental notification and administrative review.
- d) In addition to, or as part of, its policy on the maintenance of discipline, each board of education shall adopt policies and procedures regarding the use of behavioral interventions for students with disabilities who require intervention. Each board's policies and procedures shall conform to the requirements of Section 14-8.05(c) of the School Code.

(Source: Amended at 41 Ill. Reg. 6924, effective June 2, 2017)

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

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

- a) "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements:
 - 1) Any enclosure used for isolated time out shall:
 - A) have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
 - B) be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing); and
 - C) be designed to permit continuous visual monitoring of and communication with the student.
 - 2) If an enclosure used for isolated time out is fitted with a door, either a steel door or a wooden door of solid-core construction shall be used. If the door includes a viewing panel, the panel shall be unbreakable.
 - 3) An adult who is responsible for supervising the student shall remain within two feet of the enclosure.
 - 4) The adult responsible for supervising the student must be able to see the student at all times. If a locking mechanism is used on the enclosure, the

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

- b) "Physical restraint" means holding a student or otherwise restricting his or her movements. "Physical restraint" as permitted pursuant to this Section includes only the use of specific, planned techniques (e.g., the "basket hold" and "team control").
- c) The requirements set forth in subsections (d) through (h) of this Section shall not apply to the actions described in this subsection (c) because, pursuant to Section 10-20.33 of the School Code [105 ILCS 5/10-20.33], *"restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to:*
 - 1) *prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or*
 - 2) *remove a disruptive student who is unwilling to leave the area voluntarily.*
- d) The use of physical restraint shall be subject to the following requirements.
 - 1) Pursuant to Section 10-20.33 of the School Code, physical restraint may only be employed when:
 - A) *the student poses a physical risk to himself, herself, or others,*
 - B) *there is no medical contraindication to its use, and*
 - C) *the staff applying the restraint have been trained in its safe application as specified in subsection (h)(2) of this Section.*
 - 2) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.
 - 3) Except as permitted by the administrative rules of another State agency operating or licensing a facility in which elementary or secondary

educational services are provided (e.g., the Illinois Department of Corrections or the Illinois Department of Human Services), mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.

- 4) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.
- 5) Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.
- 6) In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.
- 7) If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.

e) Time Limits

- 1) A student shall not be kept in isolated time out for longer than is therapeutically necessary, which shall not be for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
- 2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

f) Documentation and Evaluation

- 1) A written record of each episode of isolated time out or physical restraint shall be maintained in the student's temporary record. The official

designated pursuant to Section 1.280(c)(3) of this Part shall also maintain a copy of each of these records. Each record shall include:

- A) the student's name;
 - B) the date of the incident;
 - C) the beginning and ending times of the incident;
 - D) a description of any relevant events leading up to the incident;
 - E) a description of any interventions used prior to the implementation of isolated time out or physical restraint;
 - F) a description of the incident and/or student behavior that resulted in isolated time out or physical restraint;
 - G) a log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
 - H) a description of any injuries (whether to students, staff, or others) or property damage;
 - I) a description of any planned approach to dealing with the student's behavior in the future;
 - J) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;
 - K) the date on which parental notification took place as required by subsection (g) of this Section.
- 2) The school official designated pursuant to Section 1.280(c)(3) of this Part shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
 - 3) The record described in subsection (f)(1) of this Section shall be completed by the beginning of the school day following the episode of isolated time out or physical restraint.

- 4) The requirements of this subsection (f)(4) shall apply whenever an episode of isolated time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period.
 - A) A licensed educator knowledgeable about the use of isolated time out or trained in the use of physical restraint, as applicable, shall evaluate the situation.
 - B) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - C) The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the official designated pursuant to Section 1.280(c)(3) of this Part.
- 5) When a student has first experienced three instances of isolated time out or physical restraint, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student's temporary student record. The review shall also consider the student's potential need for an alternative program or for special education.
 - A) The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.
 - B) The notification shall inform the parents or guardians that the student's potential need for special education or an alternative program will be considered and that the results of the review will be entered into the temporary student record.
- g) Notification to Parents
 - 1) A district whose policies on the maintenance of discipline include the use of isolated time out or physical restraint shall notify parents to this effect as part of the information distributed annually or upon enrollment pursuant

to Sections 10-20.14 and 14-8.05(c) of the School Code [105 ILCS 5/10-20.14 and 14-8.05(c)].

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

h) Requirements for Training

- 1) Isolated Time Out

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

- 2) Physical Restraint

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

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

- i) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
- ii) a description and identification of dangerous behaviors on the part of students that may indicate the need for physical

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restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

- iii) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- iv) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- v) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- vi) demonstration by participants of proficiency in administering physical restraint.

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.290 Absenteeism and Truancy Policies

a) Purpose

This Section establishes guidelines and criteria required by Section 26-13 of the School Code [105 ILCS 5/26-13], which provides that *school districts shall adopt absenteeism and truancy policies identifying appropriate supportive services and available resources for truants and chronic truants.*

b) Content of Policies

Each school district shall develop an absenteeism and truancy policy including at least the following elements:

- 1) A definition of a valid cause for absence in accordance with Section 26-2a of the School Code;
- 2) A description of diagnostic procedures to be used for identifying the causes of unexcused student absenteeism, which shall, at a minimum, include interviews with the student, his or her parents or guardians, and any school officials or other parties who may have information about the reasons for the student's attendance problem; and
- 3) The identification of supportive services to be made available to truant or chronically truant students. These services shall include, but need not be limited to, parent conferences, student counseling, family counseling, and information about existing community services which are available to truant and chronically truant students and relevant to their needs.

(Source: Amended at 29 Ill. Reg. 15789, effective October 3, 2005)

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section 1.310 Administrative Qualifications and Responsibilities

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

- a) Chief school business officials, effective July 1, 1977, shall be appropriately licensed, meeting the requirements stated either in Section 21B-20(2)(K) or 21B-25 of the School Code.
- b) Department chairpersons and teacher leaders who are required to supervise and/or evaluate teachers shall meet the applicable requirements of Section 1.705 of this Part. (See also Section 21B-25 of the School Code.) This regulation shall apply only to those individuals serving as department chairs first assigned to this position on or after September 1, 1978 and individuals holding a teacher leader endorsement issued in accordance with 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).
- c) Divided Service
 - 1) An administrator, i.e., a superintendent or principal, may serve in two professional capacities provided that full-time equivalency results in a maximum of one full-time position.
 - 2) In school districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach (up to ½ day).

(Source: Amended at 40 Ill. Reg. 2990, effective January 27, 2016)

Section 1.320 Evaluation of Licensed Educators

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

- a) The Plan shall conform to the requirements of Article 24A of the School Code [105 ILCS 5/Art. 24A] and, upon the date as set forth in Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] by which the school district must implement a performance evaluation system incorporating data and indicators of student growth, meet the requirements of 23 Ill. Adm. Code 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code). The school district shall involve teachers in the development of the Plan or, when applicable, develop the Plan in cooperation with the exclusive bargaining representatives. Development of the Plan under a performance evaluation system shall conform to the requirements of Section 24A-4 of the School Code [105 ILCS 5/24A-4].
- b) On or before July 1 of the calendar year in which a school district is required to implement a performance evaluation system incorporating data and indicators of student growth for teachers or principals and assistant principals, a school district shall execute and make available to the State Board of Education, upon request, a signed assurance specific to its principal evaluation plan and one specific to its teacher evaluation plan as to whether the Plan:
 - 1) incorporates the State Performance Evaluation Model for Teachers or the State Performance Evaluation Model for Principals, as applicable; or
 - 2) incorporates a locally developed principal evaluation plan or teacher evaluation plan that aligns to the provisions of Article 24A of the School Code and 23 Ill. Adm. Code 50.
- c) Consulting Teachers
 - 1) The school official responsible for selecting a consulting teacher when required under Section 24A-5(j) of the School Code must undertake a diligent effort to identify a consulting teacher, which effort must include, but should not be limited to:

- A) contacting qualified teachers within the district;
 - B) requesting the regional superintendent of schools to supply a roster of qualified consulting teachers; and
 - C) requesting the exclusive bargaining agent for the district to supply a roster of qualified consulting teachers.
- 2) If the school official cannot identify a qualified consulting teacher after completing the effort described in subsection (c)(1) of this Section, the employing school district's regional office of education shall supply a qualified consulting teacher.
- 3) If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period. The consulting teacher shall be informed, through conferences with the evaluator and the teacher under remediation, of the results of the periodic evaluations conducted pursuant to Section 24A-5(k) of the School Code in order to continue to provide assistance to the teacher under a remediation plan.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.330 Toxic Materials Training

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.410 Determination of the Instructional Program

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.420 Basic Standards

- a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.
- b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on line, or from other external sources, that can be disseminated to other schools within the State.
- c) Every school district shall:
 - 1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.
 - 2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions and socio-economic backgrounds.
- d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
- e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting and evaluating supervisory and inservice programs.
- f) Sections 10-19, 18-8.05, 18-12 and 18-12.5 of the School Code [105 ILCS 5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.
 - 1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent's approval will be granted when the district

demonstrates that, due to a condition beyond the control of the district, its facilities are inadequate to house a program offering five clock-hours daily to all students.

- A) The district superintendent's request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.
 - B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.
 - C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B).
 - D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.
- 2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year's attendance at kindergarten for certain students so they may be included in a district's calculation of average daily attendance. Districts may count these students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.
 - 3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.
 - A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

- B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.
 - C) All teachers hold educator licenses that are registered with the regional superintendent of schools for their county of employment. Other than substitute teachers, licensure appropriate to the grade level and subject areas of instruction is held by all teachers.
- 4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district's school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident.
- A) If the certification is submitted under Section 18-12 of the School Code, it shall indicate whether instruction was provided to students using an e-learning day authorized under Section 10-20.56 of the School Code and Section 1.422 of this Part.
 - B) If the certification is submitted for reasons of a public health emergency under Section 18-12.5 of the School Code, it shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:
 - i) the name of the building that is being recommended for closure;
 - ii) the specific public health emergency that warrants the closure; and
 - iii) the anticipated building closure dates recommended by the health department.
- 5) Attendance for General State Aid Purposes
- A) For purposes of determining average daily attendance on the district's General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school

work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.

- B) For purposes of determining average daily attendance on the district's General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.
 - C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, "immediately preceding school day" shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.
 - D) For the purposes of determining average daily attendance for General State Aid under Section 10-20.56 or 10-29 of the School Code, a school district operating a remote educational program shall document the clock hours of instruction for each student, and make available to the State Superintendent or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student's active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam). "Clock hours of instruction" shall be calculated in accordance with Section 18-8.05(F)(2)(j) of the School Code.
- g) Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).

- h) Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code).
 - 1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.
 - 2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.
 - A) Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.
 - B) A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.
 - C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.
 - 3) Each public school district, including charter schools, offering a kindergarten program, whether full-day or half-day, shall report to the State Board of Education on the 14 State Readiness Measures listed in subsection (h)(3)(A) annually on each student enrolled in kindergarten, except as otherwise provided under this subsection (h)(3). The Kindergarten Individual Development Survey (KIDS) shall be available to school districts for this purpose. Data for each student, based on local instruction and assessment practices, shall be reported through the KIDSTech rating system. A school district is not obligated to administer KIDS in any school year in which the State does not provide funding sufficient for the cost of reporting or access to professional development for teachers and administrators.

- A) For the purpose of this subsection (h)(3), the 14 State Readiness Measures shall address, at a minimum:
- i) language and literacy development:
 - communication and use of language (Expressive);
 - reciprocal communication and conversation;
 - comprehension of age-appropriate text;
 - phonological awareness;
 - letter and word knowledge;
 - ii) cognition; math:
 - classification;
 - number sense of quantity;
 - number sense of math operations;
 - shapes; and
 - iii) approaches toward learning and social and emotional development:
 - curiosity and initiative in learning;
 - self-control of feelings and behavior;
 - engagement and persistence;
 - relationships and social interactions with familiar adults;
 - relationships and social interactions with peers.
- B) Each school district shall report electronically the results of the observations conducted and evidence collected once each school year (i.e., after 40 days of enrollment beginning with the first day

of official attendance). The data required under this subsection (h)(3)(B) shall be reported for any student who was enrolled in a kindergarten classroom at least 30 days before the date on which the data is required to be reported.

- C) By August 1 of each school year, each school district shall provide to the State Superintendent the name, title, email address and telephone number for the district staff personnel who will serve as the KIDS contact persons, using a form prescribed for this purpose. Staff personnel serving as the KIDS contact person can be anyone that the district chooses, but preferably is someone who is working closely with the kindergarten teachers and can act as a liaison between SBE and the kindergarten teachers. This can include teachers and administrators.
- D) Each KIDS contact person designated under subsection (h)(3)(C) shall participate in, at a minimum, a KIDS administrator training sponsored by the State Board no later than 30 days after the beginning of the school year. A KIDS contact person need only take the KIDS administrator training once.
- E) All teachers teaching in a public or charter school classroom containing kindergarten students shall complete or have had completed the KIDS teacher training sponsored by the State Board.
- F) Beginning in the 2017-18 school year and thereafter, a public school district, including charter schools, shall report the data required under subsection (h)(3)(B) for each student enrolled in kindergarten.
- G) The 14 State Readiness Measures shall be reported for kindergarten children taught in a self-contained special education classroom or an alternative setting unless a special education team deems it inappropriate, at which time the justification for this decision must be recorded in the Individualized Education Program.
- H) The 14 State Readiness Measures shall be reported for kindergarten children who are English learners unless the school district deems that required Language and Literacy Measures should be substituted with more appropriate non-required measures.

i) Career Education

- 1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.
- 2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

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

k) Consumer Education and Protection

- 1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code.
- 2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education prior to the completion of grade 12. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.
- 3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12.
- 4) Teachers instructing in consumer education courses shall hold educator licensure valid for the grade levels taught and have completed at least three semester hours in consumer education courses.

l) Conservation of Natural Resources

Each district shall provide instruction on *current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of*

wildlife, and humane care of domestic animals (Section 27-13.1 of the School Code).

- m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.
- n) Health Education
 - 1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].
 - A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.
 - B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.
 - C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.
 - D) If health education is offered in conjunction with another course on a "block of time" basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester's work.
 - 2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code.
- o) Library Media Programs

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

 - 1) General

The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom

instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. A district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 and who is acting on behalf of the school district.

2) Financial Resources

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

3) Facilities

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

4) Staff

Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. Each district shall assign responsibility for overall direction of its program of library media services to an employee who holds a professional educator license endorsed for a teaching or an administrative field. Except as otherwise provided in subsection (o)(4)(A), the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 unless he or she meets the requirements of that Section.

A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755, the individual to whom

direction of the program is assigned shall be required to participate annually in professional development consisting of:

- i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or
- ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians' organization; or
- iii) one or more "library academies" if these are made available by or at the direction of the State Superintendent of Education.

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

p) **Physical Education**
Appropriate activity related to physical education shall be required as provided for by Section 27-6 of the School Code. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.

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

- 1) Guidance and Counseling Needs;
- 2) Psychological Needs;
- 3) Social Work Needs;

- 4) Health Needs.
- r) Social Sciences and History
Each school system shall provide history and social sciences courses that do the following:
 - 1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in the world (see Section 27-21 of the School Code);
 - 2) *include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State* (Section 27-21 of the School Code);
 - 3) *include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system* (Section 27-21 of the School Code);
 - 4) *include the study of that period in world history known as the Holocaust* (Section 27-20.3 of the School Code);
 - 5) *include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles* (Section 27-20.4 of the School Code);
 - 6) *include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment* (Section 27-20.5 of the School Code); and
 - 7) *include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression* (Section 27-21 of the School Code).
- s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous career and technical education courses and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115]. The eye protective devices shall meet the nationally accepted standards set forth in "American National Standard Practice for Occupational and Educational Personal Eye and Face Protection Devices", ANSI/ISEA Z87.1-2010, issued by the American

National Standards Institute, Inc., 1899 L Street, NW, 11th Floor, Washington, D.C. 20036. No later editions or amendments to these standards are incorporated.

- t) Each school district shall provide instruction as required by Sections 27-3.5, 27-13.2, 27-13.3, 27-23.3, 27-23.4 and 27-23.8 of the School Code.

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

Section 1.422 Electronic Learning (E-Learning) Days Pilot Program

Section 10-20.56 of the School Code [105 ILCS 5/10-20.56] authorizes a pilot program for the use of e-learning days by school districts to provide instruction while the students are not in attendance at the school to which they have been assigned. An e-learning day may be used only in lieu of using one or more emergency days required under Section 10-19 of the School Code [105 ILCS 5/10-19]. This Section sets forth the process to apply for approval to participate in the E-Learning Days Pilot Program (hereinafter, referred to as the "e-learning program") and the terms and conditions for the use of e-learning days by participating districts.

- a) An "approvable e-learning day":
 - 1) is a day of instruction provided for students who are not physically present at the school and that is accessible to all students, including students with disabilities and English learners;
 - 2) consists of a minimum of five clock hours of instruction; and
 - 3) is provided through electronic means, such as the *Internet, telephones, text messages, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meets the needs of all learners*. (Section 10-20.56(b) of the School Code)
- b) "All mandates", as used in Section 10-20.56(b) of the School Code, means mandates specific to academic goals and learning objectives, content areas of instruction, and instructional and other school support services. "All mandates" does not include the provision of transportation, school lunch and breakfast, after school care or other services not directly related to the provision of instruction.
- c) Once an e-learning day is used, a school district approved under this Section shall electronically submit a request to its regional office of education or intermediate service center to amend its calendar not later than 30 days from the date on which an e-learning day was taken. The request shall include a signed assurance that the district complied with each of the requirements of Section 10-20.56 of the School Code and Section 1.420(f)(5)(D) of this Part.
- d) If a school district used the e-learning day pursuant to Section 18-12 of the School Code [105 ILCS 5/18-12], the district also shall submit the information required under Section 1.420(f)(4) of this Part.

- e) A school district wishing to participate in the E-Learning Days Pilot Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 10-20.56 of the School Code and subsection (f) of this Section.
 - 1) Each application for the E-Learning Days Pilot Program shall be submitted in a format specified by the State Superintendent by September 1 annually.
 - 2) Each application shall include a cover page that is signed by the school district superintendent; each of the district's exclusive collective bargaining representatives; and, as applicable, the district's regional superintendent of education or chief administrative officer of the district's intermediate service center.
 - 3) Each application shall include a description of the public hearing held by the school board to take testimony from the public, including from school district employees and parents, about the request.
 - 4) Each application shall include a dated copy of the notice of the public hearing that was published in a newspaper of general circulation and a dated copy of the written or electronic notifications about the public hearing that meet the requirements of Section 10-20.56(c) of the School Code.
- f) In addition to addressing each of the components in Section 10-20.56(d) of the School Code, each applicant shall:
 - 1) describe the process to be used to verify that five clock-hours of "instruction" under the direct supervision of educator licensed teachers will be provided;
 - 2) present a plan for addressing technology problems and providing other technical support, as applicable to its e-learning delivery system;
 - 3) detail how instruction and other services and programs provided by the e-learning program will:
 - A) address all the instructional mandates contained in Article 27 of the School Code (i.e., language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health) and this Part, as applicable;

- B) comply with Article 14 of the School Code [105 ILCS 5/Art. 14], 23 Ill. Adm. Code 226 (Special Education), and the Individuals with Disabilities Education Act (also referred to as IDEA) (20 USC 1400 et seq.) and its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006) and 73 Fed. Reg. 73027 (December 1, 2008), no later amendments or editions included), and Section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.), regarding the provision of services for students with disabilities;
 - C) comply with Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education), regarding services for English learners;
 - D) address the varying learning needs of students enrolled in general education coursework to include, as applicable, how the district will meet the instructional needs of students participating in, or receiving services from, programs under the Elementary and Secondary Education Act (20 USC 6301 et seq.) or McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.);
 - E) align to the district's curriculum and address the specific learning objectives of the course of instruction being provided; and
 - F) meet the requirements of Section 27-6 of the School Code [105 ILCS 5/27-6], regarding the provision of physical education, subject to any waiver of the requirement approved pursuant to Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g];
- 4) describe the process it will use to monitor Internet access or other electronic participation of individual students on an e-learning day (also see Section 1.420(f)(5)(D)); the description shall provide sufficient evidence of how students will actively participate in the program and any contingencies to be considered for students who are unable to access instruction due to computer problems, power outages or other circumstances beyond a student's control; and
 - 5) describe how expectations for e-learning coursework and other activities will be communicated to students and parents in advance of the school district's use of an e-learning day, as well as how feedback will be

gathered from staff, students and parents about the successes and challenges of the e-learning program.

- g) Each application for an E-Learning Days Pilot Program that meets the requirements of Section 10-20.56 of the School Code and this Section shall be evaluated according to the criteria set forth in this subsection (g). The three highest ranked applications will be approved.

1) Delivery System (up to 25 points)

A robust system has been proposed to manage the e-learning system, ensuring accurate identification of students, reliable management of student attendance and provision of effective remedies for technical issues that may arise during the e-learning day that limit or block a student's or staff member's access to online participation.

2) Instructional Program (up to 25 points)

The proposed program:

- A) is built upon research about effective distance learning approaches;
- B) includes a curriculum with high-quality learning experiences aligned to the learning objectives of the course or grade (including addressing the applicable instructional mandates identified in Article 27 of the School Code); organized lesson plans or other documentation of the instruction to be provided; and sequence and pacing to allow students to be successful; and
- C) contains no penalties for students who encounter technical difficulties, providing a process for students to submit school work for credit that they were unable to complete during the e-learning day.

3) Special Populations (up to 25 points)

Provisions for providing services for students with disabilities and English learners are appropriate and comply with State and federal laws and regulations. The program also is likely to meet the varying learning needs of the students enrolled in general education coursework by adequately considering ability, grade level, at-risk status and/or demographic diversity.

4) Notification and Training (up to 25 points)

The proposed process for both involving staff, students and parents in the program design and for notifying and orienting them about the e-learning program to be implemented will sufficiently prepare staff, students and parents to fully participate in and navigate the e-learning system effectively and efficiently. A detailed plan is included for collecting feedback from staff, students and parents after an e-learning day is used.

5) Priority Consideration

Priority consideration may be given to proposals with specific areas of emphasis, such as to ensure geographic distribution or the participation of school districts with varying demographic characteristics, as identified by the State Superintendent of Education in a particular Request for Applications.

h) The State Superintendent of Education will notify school districts approved for participation in the E-Learning Days Pilot Program no later than 45 days following the close of the application period.

i) Approval to participate in the E-Learning Days Pilot Program will be for three years (see Section 10-20.56(d) of the School Code), except that approval in the second and third years shall be based on a review of the continuation application required under this subsection (i).

1) By September 1 of each year following initial approval, each participating school district shall submit a continuation application to the State Superintendent that:

- A) provides a summary of how the applicant will meet each of the program components listed in Section 10-20.56 of the School Code and this Section;
- B) describes any changes in the program delivery model to be implemented for the school year;
- C) identifies any problems encountered in the previous school year related to the provision or monitoring of the program; and

- D) proposes remedies to be implemented during the next school year to resolve the problems identified.
 - 2) The continuation application shall be submitted electronically through the Illinois Web-based Application Security (IWAS) System (see <https://sec1.isbe.net/iwas/asp/login.asp?js=true>) according to the timelines established by the State Superintendent of Education.
 - 3) Approval during any continuation period shall be contingent upon sufficient evidence that the e-learning program to be implemented in the continuation period meets each of the requirements of Section 10-20.56 of the School Code and the application approved under this Section and that any deficiencies identified have been resolved.
- j) Terms and Conditions of Approval
- 1) A school district that receives approval to participate in the E-Learning Days Pilot Program shall notify all educator licensed personnel and other employees, students and parents that it will be implementing an e-learning program no later than 10 school days after receiving notification of approval from the State Board of Education.
 - 2) An e-learning day shall be implemented on a districtwide basis, except as otherwise authorized under Section 18-12 of the School Code.
 - 3) A school district that is approved to use e-learning days may choose to use an emergency day instead of an e-learning day; that is, the school district's participation in the e-learning program does not compel it to use only e-learning days. Further, the school district is not required to exhaust all of its emergency days before using an e-learning day.
 - 4) A school district using an e-learning day shall use only educator licensed personnel under contract with the school district to deliver instruction, except that a person holding a substitute teaching license issued under Section 21B-20 of the School Code [105 ILCS 5/21B-20] may be used in cases of illness or leaves of absence.
 - 5) The school district shall assign one or more school administrators to monitor the program, to include, but not be limited to, verifying attendance, providing instruction should a teacher be unavailable, and overseeing student participation and the technical aspects of the e-learning program.

- 6) The State Superintendent of Education may withdraw approval of the e-learning program when evidence is presented that the school district violated the requirements, terms and conditions set forth in Section 10-20.56 of the School Code and/or the application approved under this Section.
- 7) A student unable to participate in an e-learning day due to computer problems, power outages or other circumstances beyond the student's control shall not be penalized (e.g., unexcused absences, lowering of grades) for his or her inability to participate in the e-learning instruction if the student later completes and submits the required school work within a timeframe specified by the district. A school district, however, shall not count the student as being in attendance on the e-learning day for purposes of determining average daily attendance when computing General State Aid.
- 8) A school district shall compute General State Aid in accordance with the requirements of Section 18-8.05(F) of the School Code and Section 1.420(f) of this Part.
- 9) A school district shall submit a final report specific to its e-learning program no later than December 31, 2018, and interim reports no later than 30 days after an e-learning day is used, that address, at minimum, each of the items listed in this subsection (j)(9). The reports shall be submitted in accordance with a format specified by the State Superintendent of Education. Each report shall include:
 - A) a description of the process and evidence used to verify that a minimum of five clock hours of instruction or school work was provided for each student participating on the e-learning day;
 - B) a summary of how each of the requirements of Section 10-20.56 of the School Code and components of the e-learning program approved under this Section were met, describing any challenges encountered and/or solutions proposed to remedy the problems identified;
 - C) a summary of attendance information of students and teachers for each e-learning day used, compared to attendance information relative to students and teachers for the three days previous to the e-learning day; and

- D) a summary of feedback about the e-learning experience from a representative sampling of teachers, students and parents, and how the e-learning program was improved or modified based on the feedback received.

(Source: Added at 40 Ill. Reg. 1900, effective January 6, 2016)

Section 1.423 Competency-Based High School Graduation Requirements Pilot Program

Section 20 of the Postsecondary and Workforce Readiness Act [110 ILCS 48] (the Act) authorizes a pilot program for school districts to provide career-oriented education through competency-based instruction. This Section sets forth the process to apply for approval to participate in the Competency-Based High School Graduation Requirements Pilot Program (the Program) and the reporting requirements and conditions for removal from the Program.

a) Definitions

"Adaptive Competencies" means foundational skills needed for success in college, careers and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.

"Community College" means a public community college organized under the Public Community College Act [110 ILCS 805]. (Section 10 of the Act)

b) Eligible Applicants

School districts participating in the Program may select the year and course graduation requirement it wishes to replace with a competency-based learning system. A school district with a student population under 500,000 may participate in the pilot program for some or all of its schools serving grades 9-12. Those with over 500,000 students may only select six schools to participate in the project. (See Section 25(g) of the Act.)

c) A school district wishing to participate in the Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 20 of the Act and subsection (d) of this Section. If a school district withdraws its application, the State Board will consider additional school districts.

d) In addition to addressing each of the components in Section 20 of the Act, each application shall include:

1) Cover Packet

- A) School district contact information, including the name, email and telephone number of the Program Director;
- B) Year the Program will be implemented;
- C) List of schools participating in the Program;

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- D) Graduation requirements from Section 27-22 of the School Code [105 ILCS 5] the Program will replace;
 - E) The name of each teacher participating in the Program and the subject/grade he or she teaches for each participating school;
 - F) A description of how teachers have been engaged throughout the application process;
 - G) A description of how the local community college and an institution of higher education have been involved in the application process;
 - H) A description of the school district's prior professional development and stakeholder engagement efforts during the application process, including any prior implementation of professional development for major district instructional initiatives;
 - I) Identification of community partners and how they will support the Program;
 - J) Name, position and signature of all standing Planning and Implementation Committee members;
 - K) Any waivers of the School Code or administrative rules in accordance with Section 2-3.25(g) of the School Code; and
 - L) Signatures of the district superintendent; school board president; exclusive bargaining unit president, if there is one, and, if there is no bargaining unit president, a representative selected by the district educators; community college representative; and institution of higher education representative.
- 2) Proposal Narrative
- Provide a general description of the district's plan for implementing the Program. Include a description of the Program's vision and goals as well as innovative features for student success that will be addressed, indicate the intended impact of the flexibility requested in the plan, provide activities and a timeline for meeting the goals, and describe the expected outcome for students. The narrative should address all of the following elements:

- A) How students will demonstrate mastery of all required competencies to earn credit;
 - B) How students will demonstrate mastery of Adaptive Competencies defined by the school district in addition to academic competencies;
 - C) How students will advance once they have demonstrated mastery. If needed, how students shall receive more time and personalized instruction to demonstrate mastery;
 - D) How students will have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation;
 - E) How students will be assessed using multiple measures to determine mastery, usually requiring application of knowledge; and
 - F) How students will be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting, such as Supervised Career Development Experiences.
- 3) Evaluation and Sustainability
Describe how the Program will be monitored and evaluated and how the results will be reported. Indicate how the impact on increasing student success and/or other stated goals and objectives will be shared within your district and beyond (parents, community, etc.).
- e) Criteria for Review and Approval of Proposals
The school districts selected to participate in the Program will be evaluated on the following criteria (also see Appendix B):
- 1) Strength of Local Commitment (20 Points)
 - A) List of participating schools including signature of school principal.
 - B) List of teachers participating in the Program.

- C) List of the Planning and Implementation Committee, including their signatures.
 - D) Inclusion of the plan for involvement by the local community college and an institution of higher education.
- 2) Prior Professional Development and Stakeholder Engagement (20 Points)
- A) Description of how teachers have been engaged throughout the application process.
 - B) Description of how the local community college and a higher education institution have been actively engaged throughout the application process.
 - C) Description of district's prior professional development and stakeholder engagement efforts to support successful development of the application and implementation of the plan.
 - D) Description of community partners that will support the system's implementation.
- 3) Quality of Proposed Plan (50 Points)
- A) Project Goals (10 points)
 - i) The proposal identifies clear, realistic, measurable goals.
 - ii) The goals clearly specify how student achievement will be impacted.
 - B) Project Narrative (25 points)
 - i) The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.
 - ii) The proposed activities are likely to produce measurable results and improve student achievement.
 - iii) The proposal provides a description of how it will meet all elements required to be included in the Program.

- iv) The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools in the establishment and administration of the Program.
 - C) Evaluation (15 points)
 - i) The proposal includes a description of the process for evaluating the project, including a preliminary timeline for the collection of data.
 - ii) The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.
 - iii) The proposal provides a plan that provides multiple opportunities to share the results of the project with all stakeholders.
- 4) Diversity Points (10 Points)
 - A) School District Type (Up to 2 points)
 - B) School District Size (Up to 2 points)
 - C) Geographical Location (Up to 2 points)
 - D) Plan Approach (multiple subjects vs. one subject, type of subject, etc.) (Up to 4 points)
- f) The State Superintendent of Education will notify school districts approved for participation in the Pilot Program no later than 45 days following the close of the application period.
- g) The standing Planning and Implementation Committee shall submit reports assessing the district's plan or implementation of the Program. Reports shall also include any recommendations for modifications or improvements for the Program. Reports shall be included in the initial application and the Program plan, and thereafter shall be submitted annually to the State Board. Reports may be submitted by mail to the State Board of Education Springfield Office (100 N. First

Street, Springfield IL 62777) or via email at competencypilot@isbe.net. Annual reports must be submitted no later than July 1.

- h) **Removal from the Program**
Pursuant to Section 25(d) of the Act, the State Superintendent may remove a school district from the Program for failing to submit a full plan that meets the specifications in subsection (d)(3) of this Section. The Superintendent will consider the school district's failure to abide by the conditions submitted in its application when deciding to remove a school district from the Program.

(Source: Added at 41 Ill. Reg. 4430, effective April 5, 2017)

Section 1.425 Additional Criteria for Physical Education

The requirements of this Section apply to a school's provision of physical education required under Section 27-6 of the School Code [105 ILCS 5].

- a) There shall be a definite school policy regarding credit earned each semester in physical education, with provisions for allowable variables in special cases.
- b) Participation in a physical education course shall be required of all students a minimum of three days per five day instructional week except when an appropriate medical excuse is submitted (see Section 1.425(d)). A school board may also choose to allow for student exemptions as permitted by Section 27-6 of the School Code (see Section 1.425(e)). If a student nonattendance day is scheduled for a day that would otherwise include physical education or the school building is not open to students, physical education for that day does not need to be made up (e.g., if physical education is regularly scheduled for Monday, Wednesday and Friday, but a teacher inservice is scheduled on a given Monday, physical education for that Monday does not have to be moved to Tuesday or Thursday.) However, school districts shall make every effort to ensure all students have the ability to participate in physical education at least three days per week even when school is in session fewer than five days in a given week.
- c) *The physical education and training course offered in grades 5 through 10 may include health education* (Section 27-5 of the School Code).
- d) Pursuant to Section 27-6(a) of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education.
 - 1) Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem appropriate for this purpose, which shall include, but not be limited to, reliance upon religious prohibitions.
 - 2) For each type of excuse that will be considered appropriate, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

- 3) *Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act of 1987 [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).*
- e) Under Section 27-6(b) of the School Code, *a school board may excuse pupils from engaging in physical education courses if those pupils request to be excused for any of the reasons listed in this subsection (e). A school board that chooses to allow any of these exemptions shall establish a policy to excuse pupils on an individual basis.* The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 of the School Code to the student's individual circumstances.
 - 1) School districts shall have guidelines for the return of students who have been excused from a physical education course pursuant to subsections (e)(2) through (4). These guidelines shall return the student to a physical education course as soon as practical. When creating these guidelines, a school district shall take into consideration the following:
 - A) The time in the school year when participation ceases;
 - B) Any future or planned additional participation pursuant to subsections (e)(2) through (4) by a student; and
 - C) Student class schedules.
 - 2) *Students in grades 7-12 on a case-by-case basis, for ongoing participation in an interscholastic (e.g., Illinois Elementary School Association, the Southern Illinois Junior High Athletic Association, and Illinois High School Association) or extracurricular athletic program.* Interscholastic and extracurricular athletic programs are limited to those programs that are sponsored by the school district as defined by school district policy.
 - 3) Students in grades 11-12
 - A) *ongoing participation in interscholastic athletics;*
 - B) *enrollment in a course required for admittance into postsecondary education; or*

- C) *enrollment in a course required for high school graduation, provided that failure to take such classes will result in the pupil being unable to graduate.*
- 4) Students in grades 9-12
 - A) ongoing participation in marching band for credit; or
 - B) *enrollment in a Reserve Officer's Training Corps (ROTC) program sponsored by the school district.*
- 5) Students in grades 3-12
 - A) *eligibility for special education services and the student's parent or guardian agrees, or there is a determination by the student's individualized education program (IEP) team, that the student needs this time for special education support and services; or*
 - B) *participation in an adaptive athletic program outside school setting as outlined in the student's IEP and as documented according to school board policy. (See Section 27-6 of the School Code.)*
- 6) A board shall have no authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district.
- f) **Assessment and Reporting**

In accordance with Section 27-6.5 of the School Code, each school shall *use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 and periodically report fitness information to the State Board of Education to assess student fitness indicators.*

 - 1) For the purposes of this subsection (f), each school shall administer the FitnessGram[®] (<http://www.fitnessgram.net/>; also see subsection (f)(3)) to students in grades 3 through 12 (except as noted in subsection (f)(1)(A) and as exempted under Section 27-6 of the School Code) for the components and using the test items listed in subsections (f)(1)(A) through (f)(1)(D). Beginning in school year 2016-17, the FitnessGram[®] shall be administered at least annually in the second semester of the school year; however, schools also are encouraged to administer the assessment at the start of the school year in order to receive pre- and post-results.

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- A) Aerobic Capacity, grades 4 through 12, either the PACER test or the Mile Run test.
 - B) Flexibility, either the Back-Saver Sit and Reach test or the Trunk Lift test.
 - C) Muscular Endurance, the Curl-up test.
 - D) Muscular Strength, the Push-up test.
- 2) As applicable, a school shall use the methodologies of the Brockport Physical Fitness Testing accessible at <http://www.pyfp.org/> to meet the requirements of this subsection (f) for any student with known orthopedic, intellectual and/or visual disabilities whose Individualized Education Program (IEP) and/or 504 Plan identifies the FitnessGram® as not appropriate.
 - 3) In order to ensure that the FitnessGram® and Brockport protocols are followed, school personnel administering the assessments shall participate in training related to the proper administration and scoring of the assessment by reviewing the chapters of the FitnessGram® Test Administration Manual titled "Test Administration", "Aerobic Capacity", and "Muscular Strength, Endurance and Flexibility" and, if applicable, the Brockport Physical Fitness Test Manual for students with disabilities, which are accessible at <http://www.pyfp.org/>. Each school district shall maintain evidence of an individual's successful completion of the training and make it available to the State Board of Education upon request.
 - 4) *Fitness scores shall not be used for grading students or evaluating teachers* under the provisions of Article 24A of the School Code (Section 27-6.5(b) of the School Code).
 - 5) Each school district shall annually report aggregate data regarding the total number of students whose fitness results for each of the components listed in subsection (f)(1) were identified as meeting the "healthy fitness zone" or as "needs improvement zone".
 - A) Data shall be submitted electronically to the State Board of Education no later than June 30 of each school year, beginning in school year 2016-17, using the Illinois State Board of Education Web Application Security System (IWAS).

- B) Data shall be reported for students in grades 5, 7 and 10 only and include:
 - i) the total number of students tested by grade and gender;
 - ii) the total number of students achieving at the "healthy fitness zone" by grade and gender;
 - iii) the total number of students identified as "needs improvement zone" by grade and gender.
- h) Each school district shall establish procedures and protocols to ensure the confidentiality of individual student assessment results consistent with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (20 USC 1232g).

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

Section 1.430 Additional Criteria for Elementary Schools

- a) A district shall provide the following coordinated and supervised courses of study. The time allotment, unless specified by the School Code or applicable rules, is the option of the local board of education.
- 1) Language Arts, Reading and other Communication Skills
 - 2) Science
 - 3) Mathematics
 - 4) Social Studies
 - 5) Music
 - 6) Art
 - 7) Health Education (see the Critical Health Problems and Comprehensive Health Education Act)
 - 8) Physical Education (see Section 27-6 of the School Code)
 - 9) Career Education--Awareness and Exploration
 - 10) Safety Education (see Section 27-17 of the School Code)
 - 11) Conservation of Natural Resources (see Section 27-13.1 of the School Code)
 - 12) *Instruction, study, and discussion in grades kindergarten through 8 of effective methods for the prevention and avoidance of drug and substance abuse (Section 27-13.2 of the School Code)*
- b) *American patriotism and 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 shall be taught in all public schools. Not less than one hour per week, or the equivalent, shall be devoted to the study of this subject matter in the 7th and 8th grade or the equivalent, and no student shall receive a certificate of graduation without passing an examination on these*

subjects (Sections 27-3 and 27-4 of the School Code [105 ILCS 5/27-3 and 27-4]).

- c) *No student shall be graduated from the 8th grade unless he or she has received instruction in the history of the United States and has given evidence of comprehensive knowledge of the subject* (Section 27-21 of the School Code, which may include, without limitation, a written test or the teacher's evaluation of the student's work.

(Source: Amended at 32 Ill. Reg. 10229, effective June 30, 2008)

Section 1.440 Additional Criteria for High Schools

The School Code establishes differing requirements for the coursework that high schools must offer, the courses students must take, and the courses students must pass in order to graduate.

- a) Course Offerings. Each district shall provide a comprehensive curriculum that includes at least the following offerings. The time allotment, unless specified by the School Code or applicable rules, is the option of the local school district.
 - 1) Language Arts
 - 2) Science
 - 3) Mathematics
 - 4) History of the United States
 - 5) Foreign Language
 - 6) Music
 - 7) Art
 - 8) Career and Technical Education
 - 9) Health Education (see the Critical Health Problems and Comprehensive Health Education Act)
 - 10) Physical Education (see Section 27-6 of the School Code)
 - 11) Consumer Education (see Section 27-12.1 of the School Code)
 - 12) Conservation of Natural Resources (see Section 27-13.1 of the School Code)
 - 13) Driver and Safety Education (see the Driver Education Act [105 ILCS 5/27-24 through 27-24.10] and 23 Ill. Adm. Code 252)
- b) Required Participation

- 1) Each student shall be required to take one semester or the equivalent, i.e., at least 18 weeks, of health education during the secondary school experience.
 - 2) Appropriate activity related to physical education shall be required as provided for by Section 27-6 of the School Code. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated. See Section 1.425 for additional requirements that apply to the provision of physical education instruction.
 - 3) Each student shall be required to take consumer education for 50 minutes per day for a period of nine weeks in any of grades 9-12.
 - 4) Each student shall be required to take a course covering *American patriotism and 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 for not less than one hour per week, or the equivalent.* (Sections 27-3 and 27-4 of the School Code)
- c) Specific Requirements for Graduation. A "unit" is the credit accrued for a year's study or its equivalent. A student may be permitted to retake a course that he or she has already successfully completed (for example, to earn a better grade). However, credit may not be awarded more than once for completion of the same course, and the same course may not be counted more than once toward fulfillment of the State requirements for graduation.
- 1) Each student shall be required to have accrued at least 16 units in grades 9-12 if graduating from a four-year school or 12 units in grades 10-12 if graduating from a three-year high school. In either case, one unit shall be in American History or American History and Government. (See Section 27nn -22 of the School Code) *No student shall receive certification of graduation without passing an examination on the subjects discussed in subsection (b)(4) pursuant to Section 27-3 of the School Code.*
 - 2) Pursuant to Section 27-22 of the School Code, all students, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain courses, depending upon the school year in which they enter grade 9 and subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma.

- 3) Credits earned by students prior to entry into grade 9 as authorized by Section 27-22.10 of the School Code may be used to fulfill any of the requirements of subsection (c)(2) of this Section.
- d) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the relevant requirement for graduation if its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.
- 1) "Writing-Intensive" Courses
The course description for a "writing-intensive" course will be accepted for purposes of Section 27-22 of the School Code if:
 - A) a goal of the course is to use the writing that students do relative to the subject matter being presented as a vehicle for improving their writing skills;
 - B) writing assignments will be an integral part of the course's content across the time span covered by the course;
 - C) the written products students are required to prepare in order to receive credit for the course and the feedback students receive are such that:
 - i) students' writing proficiency is evaluated against expectations that are appropriate to early or late high school and encompass all of the writing standards for those grades enumerated in the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (see Appendix D); and
 - ii) students receive information from the evaluation of their written products that will permit them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating and using information;
 - D) The writing-intensive study provided in at least one writing-intensive course is designed to address and integrate the

elements of the writing process and to refine or apply research skills.

2) Foreign Language Courses

The description for any foreign language course shall indicate whether the school district will award a State Seal of Biliteracy in accordance with the requirements of Section 1.442 of this Part and Section 2-3.159 of the School Code and state the qualifications for receipt of the seal.

3) Advanced Placement Computer Science Course

The description for an Advanced Placement Computer Science course shall indicate that the course is *equivalent to a high school mathematics course and qualifies as a mathematics-based, quantitative* course for purposes of the fulfillment of State graduation requirements in mathematics. (Section 27-22(f-5) of the School Code)

- e) It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.
- f) Additional requirements for graduation may be adopted by local boards of education.

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

Section 1.442 State Seal of Biliteracy

In accordance with Section 2-3.159 of the School Code, a school district may establish a program *to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English*, by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy, provided that all the conditions of this Section are met. For purposes of this Section, "world language" has the meaning prescribed in Section 2-3.159(a) of the School Code.

a) World Language Proficiency

A school district may award the State Seal of Biliteracy to any high school graduate *who attains a high level of proficiency, sufficient for meaningful use in college and career* (Section 2-3.159 of the School Code), in a language other than English as evidenced by his or her attainment of a composite score of "intermediate high", or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language. For the purposes of this Section, proficiency may be shown using one of the methods outlined in this subsection (a).

1) Assessment Method

A) For purposes of using an assessment to determine proficiency:

- i) "Intermediate high" is defined in the ACTFL Proficiency Guidelines 2012, published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>. (No later amendments to or editions of these guidelines are incorporated.)
- ii) For the American Sign Language, "intermediate high" is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2014), published by the American Sign Language Teachers Association, P.O. Box 38, Clinton WA 98236 and available at http://www.aslta.org/wp-content/uploads/2014/07/National_ASL_Standards.pdf. (No later amendments to or editions of these guidelines are incorporated.)

- iii) "Standardized assessment" is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational Research Association, 1430 K Street, N.W., Suite 1200, Washington D.C. 20005. (No later amendments to or editions of these standards are incorporated.)
- 2) The State Superintendent shall post on its website by July 1 of each year a list of acceptable language assessments (e.g., the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in subsection (a)(1)(A)(i) or (ii), as applicable. A school district that chooses to use an assessment to measure foreign language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and either subsection (a)(1)(A)(i) or (ii), as applicable, and make that evidence available to the State Superintendent of Education upon request.

3) Alternative Evidence Method

A school district may choose to award the State Seal of Biliteracy through an alternative evidence method in accordance with this subsection (a)(3).

A) The alternative evidence method may be used when:

- i) a student attains an "intermediate mid" composite score, as defined in the ACTFL guidelines set forth in subsection (a)(1), or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language;
- ii) no standardized assessment exists for the targeted foreign language;
- iii) evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate; or

- iv) the standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.
- B) Any alternative evidence method used shall consist of a student portfolio that contains evidence for each component set forth in subsections (a)(3)(C) and (a)(3)(D) that demonstrates proficiency equivalent to an "intermediate high" level in the four domains of speaking, writing, listening and reading.
- C) Experience in the Targeted Foreign Language
 - i) The extent to which the student's language background enables him or her to gain proficiency in the targeted foreign language in one or more of the four domains;
 - ii) The extent to which the student's participation in intercultural activities provided opportunities to gain proficiency in the targeted foreign language in one or more of the four domains;
 - iii) The courses taken in the targeted foreign language and the grades received; and/or
 - iv) The extent to which any time spent in countries where the targeted foreign language is spoken contributed to the student's opportunities to gain proficiency in the targeted foreign language in one or more of the four domains.
- D) Work Samples
 - i) Formal presentations in the targeted foreign language;
 - ii) Student-produced compositions, articles, papers and other formal documents in the targeted foreign language; and/or
 - iii) Certificates, diplomas, results from tests or assessments other than those identified under subsection (a) and additional achievements that demonstrate sufficient proficiency in the targeted foreign language.

- b) English Proficiency
 - 1) To be eligible to be awarded the State Seal of Biliteracy, each student also shall demonstrate proficiency in English through:
 - A) Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the School Code;
 - B) Attainment of a "proficient" score on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) administered at the secondary level; or
 - C) Attainment of an "intermediate high" composite score on an assessment in English identified pursuant to subsection (a)(1).
 - 2) The State Superintendent shall post on its website by July 1 of each year a list of acceptable English language assessments (e.g., the *TOEFL*® test, the ESL (English as a Second Language) AAPPL, ACTFL Assessment of Performance Toward Proficiency in Languages) and the score to be achieved on each that qualifies the student as meeting one of the sets of criteria for proficiency set forth in this subsection (b). A school district that chooses to use an assessment to measure English language proficiency that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and one of the sets of criteria for proficiency set forth in this subsection (b) and make that evidence available to the State Superintendent of Education upon request.
- c) The State Seal of Biliteracy program may offer a State Commendation toward Biliteracy to any student who fails to meet the requirements of subsection (a) but attains a score of "intermediate low", or its equivalent, in the targeted foreign language using the method set forth in subsection (a)(1) or (a)(3).
 - 1) "Intermediate low" is defined in the ACTFL Proficiency Guidelines 2012 referenced in subsection (a)(1).
 - 2) Each student also shall demonstrate a level of proficiency in English through:

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- A) Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64a-5 of the School Code;
 - B) Attainment of a score established for part-time placement in a transitional bilingual education program (see 23 Ill. Adm. Code 228.30(c) (Establishment of Programs)) on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) that is administered at the secondary level; or
 - C) Attainment of an "intermediate low" composite score on an assessment in English identified pursuant to subsection (a).
- 3) The State Superintendent shall post on its website by July 1 of each year a list of acceptable assessments (e.g., the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL), Advanced Placement (AP) World Language and Culture Exam, Diploma de Español como Lengua Extranjera (DELE)) and the score to be achieved on each that qualifies the student as meeting the criteria set forth in this subsection (c) for foreign language and English language proficiency. A school district that chooses to use an assessment that is not included on the list shall maintain evidence that the assessment meets the criteria specified in subsection (a)(1)(A)(iii) and the applicable criteria set forth in this subsection (c) and make that evidence available to the State Superintendent of Education upon request.
- d) In accordance with Section 2-3.159(g) of the School Code, the school district shall place a designation of a qualifying student's receipt of the State Seal of Biliteracy in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation on the student's diploma. A school district also shall place a designation of a qualifying student's receipt of the State Commendation toward Biliteracy both in the permanent record on the academic transcript and on the student's diploma. The designations shall list each of the targeted foreign languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy is being awarded. The State Board of Education shall make an electronic facsimile of the State Seal of Biliteracy and the State Commendation toward Biliteracy available to school districts for this purpose.
 - e) A school district that chooses to participate in the State Seal of Biliteracy program shall meet the requirements of this subsection (e).

- 1) A participating school district shall notify the State Board of Education of its participation by October 1 of each year. A district that elects to participate after October 1 shall notify the State Board of Education of its participation no later than 45 calendar days prior to the issuance of any State Seals or State Commendations.
 - A) A school district electing to participate after October 1 shall include in its notification to the State Board of Education evidence that the district has met all of the requirements set forth in this subsection (e).
 - B) A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the State Seal and State Commendation for that school year.
- 2) A participating district shall designate at least one individual to serve as coordinator of the State Seal of Biliteracy program and include the individual's name and contact information in the notice provided pursuant to subsection (e)(1). The individual assigned to serve as the coordinator of the program shall:
 - A) Hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure); and
 - B) Participate in training approved by the State Board of Education prior to awarding the State Seal of Biliteracy awarded under the provisions of Section 2-3.159 of the School Code and this Section and the State Commendation toward Biliteracy awarded under the provisions of this Section.
- 3) Using a format prescribed by the State Superintendent of Education, a participating school shall submit an annual report to the State Board of Education no later than 30 days after the end of the school year that includes, but is not limited to, identification of each student awarded the State Seal of Biliteracy or the State Commendation toward Biliteracy, targeted foreign language or languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy was awarded to the student and the method the student used to demonstrate proficiency.

- 4) A participating school district shall make available information about the State Seal of Biliteracy program to parents and students by posting on the district's website, if the district maintains a website, and in the student handbook the following information:
- A) General information about the State Seal of Biliteracy program and the opportunity for students to participate;
 - B) A description of the process a student would use to demonstrate proficiency in the targeted foreign language, including details about any alternative evidence that may be required under the provisions of subsection (a)(3), if applicable;
 - C) An estimate of the costs, if known, that students might incur to demonstrate proficiency using either of the methods under subsection (a); and
 - D) The name and contact information for any individuals designated to serve as the coordinator of the State Seal of Biliteracy program.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

Section 1.443 Illinois Global Scholar Certificate

In accordance with Section 2-3.167 of the School Code [105 ILCS 5], a school district may establish a program to recognize public high school graduates who have attained global competence, sufficient for meaningful use in college and career, by designating on a student's transcript and high school diploma his or her receipt of the Illinois Global Scholar Certificate, provided that all the conditions of this Section are met.

- a) **Attainment of Global Competency Sufficient for use in College and Career**
A school district may award the Illinois Global Scholar Certificate to any high school graduate who demonstrates global competency by successfully meeting all of the following criteria:
 - 1) **Complete Eight Globally-Focused Courses**
 - A) Students earning the Illinois Global Scholar Certificate must complete a total of eight globally-focused courses from at least two different academic disciplines (i.e., science, social studies, fine arts, English/language arts/communication arts, world languages (i.e., foreign or classical languages), mathematics, career and technical education, physical education, family and consumer science, etc.).
 - B) A globally-focused course may be a year-long course or a semester long course.
 - C) Courses will be designated as "globally-focused" by the school district in conjunction with the Global Scholar Committee (as described in subsection (f)(1)) using specific processes and materials provided by the State Board. Courses must:
 - i) investigate the world;
 - ii) recognize the perspectives of self and others;
 - iii) communicate ideas to diverse audiences; and
 - iv) provide opportunities to take action to improve conditions in a manner consistent with the learning standards adopted by the State of Illinois.

- D) Globally-focused courses must address world issues, perspectives, concerns or culture throughout the duration of the course. Courses that employ a global focus or address global topics in some units but not others are not sufficient to be deemed globally-focused courses, nor are courses that survey global arts, foods or music without at least $\frac{1}{3}$ of class time being devoted to the investigation/research into the phenomena, and/or assessment of the global and cultural context from which the phenomena arise.
- E) The following commonly-taught courses are likely to be designated as globally-focused:
 - i) World languages;
 - ii) International economics, international business or global marketing;
 - iii) World history/non-U.S. history;
 - iv) World geography;
 - v) Comparative cultures, comparative religions, comparative government;
 - vi) Science, technology, engineering and math (STEM) courses with global application/perspective;
 - vii) International relations or foreign relations;
 - viii) Literature of another country, region or culture;
 - ix) International agri-science or agriculture; and
 - x) Other globally-focused courses that meet the requirements detailed in Appendix H.
- 2) School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequences of courses) in global studies or world languages, while another district may develop defined global pathways in STEM, world language or fine arts. In addition, school districts having limited course offerings may approve specific summer or

online coursework, provided that coursework is credit-bearing and meets the Illinois Learning Standards, as well as the requirements described in subsection (a)(1). School districts may offer additional course options that comply with subsection (a)(1) (see Appendix H).

- 3) Participate in at least one Sustained Globally-focused Service Learning Activity or Experience
 - A) Service learning is defined as activities that:
 - i) actively engage and educate the student within the local community in meaningful, globally-focused service activities that promote understanding of diversity and mutual respect among all participants;
 - ii) allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience;
 - iii) are designed with sufficient duration and intensity to address community needs within a global context;
 - iv) engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use of the results for improvement and sustainability; and
 - v) incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society and the world.
 - B) Service learning opportunities, selected by students and educators in collaboration with the Global Scholar Committee members (GSC) (see subsection (e)(2)) to fulfill this requirement, shall be tied to globally-focused coursework, co-curricular activities oriented toward global service, and/or the student's Global Scholar Capstone Performance-based Assessment.
 - C) Students earning the Illinois Global Scholar Certificate must engage in at least one globally-focused service learning activity for a minimum of one semester. Criteria to assist districts in determining qualifying globally-focused service learning opportunities is located in Appendix H.

- D) Service learning activities must align with State and district learning standards, as well as curricular goals and objectives of the school district.
- 4) Participate in Global Collaboration or Dialogue
- A) Students receiving the Illinois Global Scholar Certificate must dialogue or collaborate with global peers whose culture is markedly different than their own.
 - B) Global collaboration and dialogue experiences shall:
 - i) Offer opportunities to demonstrate the communication skills necessary to work effectively and respectfully with and within diverse teams;
 - ii) Offer students opportunities to exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
 - iii) Offer opportunities for students to assume shared responsibility for collaborative work and value the individual contributions made by each team member.
 - C) This requirement can be met in one of the following ways:
 - i) Through a field experience in another country specifically designed to facilitate global dialogue or collaboration among peers (e.g., a class trip to a sister school in another country, participation in government, or funded study abroad program);
 - ii) Through approved virtual experiences specifically designed to facilitate global dialogue or collaboration among peers; or
 - iii) Through sustained service or learning experiences that immerse students in a domestic or local cultural context markedly different from the global scholar's cultural context (e.g., a refugee community).

- D) A list of approved global collaboration or dialogue opportunities should be created and updated by GSCs in conjunction with the Illinois Global Scholar organization.
- 5) Earn a score of "pass" on the Global Scholar Capstone Performance-based Assessment described in subsection (b)(4) using the scoring criteria described in subsection (c). The purpose of the Global Scholar Capstone Performance-based Assessment and Criteria are described in Appendix H.
 - A) To ensure that a wide variety of student work can be evaluated, students shall:
 - i) Create a compelling and actionable question, developed by the student, to address a global issue or concern;
 - ii) Indicate a research-based investigation of the global issue or concern;
 - iii) Develop research-based conclusions and the proposal of a solution to address the global issue;
 - iv) Communicate with at least two people impacted by the issue or with a stakeholder who has recognized and/or has contextual expertise related to the question asked by the student (e.g., a journalist working in a specific region, a foreign service officer, a member of an NGO, a professor, scientist or other recognized expert);
 - v) Create an artifact (e.g., video, narrative, painting, datasets, presentation, pamphlet, awareness raising campaign, children's book, musical compositions) to demonstrate learning that reflects the student's research/investigation;
 - vi) Take action to affect change related to the selected issue or concern; and
 - vii) Reflect on the entire capstone experience.
 - B) Global Scholar Capstone Performance-based Assessments must result in the following products:

- i) A student-created artifact, as described in subsection (a)(5)(A)(v);
 - ii) Documentation of the steps described in subsection (a)(5)(A) that may include, but are not limited to, a bibliography, interview transcripts, datasets, electronic resources and media, etc.; and
 - iii) A student narrative that documents each of the steps indicated in subsection (a)(5)(A).
- b) This subsection (b) lists the criteria and indicators school districts shall use to score the Global Scholar Capstone Performance-based Assessment. These scoring criteria may be amended from time to time. The State Board shall post on its website by July 1 of each year a copy of the current Assessment scoring criteria, indicators and supporting materials, including examples.
 - 1) Criteria 1: Develop a globally-focused, compelling question and plan inquiries. Indicators supporting this criteria shall require work completed by the student to:
 - A) Develop a compelling question addressing an issue of global concern (a problem that exists in multiple locations around the world or at the international level).
 - B) Base the compelling question on understanding of concepts and enduring issues associated with one or more academic disciplines.
 - C) Ensure the compelling question leads to a deeper understanding of globally-focused concern, including the fundamental cause of the issue.
 - D) Design a compelling question that is actionable (i.e., allows the student to identify small- and large-scale solutions to global issues and then take small- or large-scale action to change or improve conditions related to the global issue or concern).
 - 2) Criteria 2: Use culturally sensitive communication skills throughout the project. Indicators supporting this criteria shall require the work completed by the student to:

- A) Use appropriate and varied language to communicate in a logical and concise manner.
 - B) Use discipline-specific terminology.
 - C) Elicit feedback from stakeholders (e.g., develop a survey, engage in dialogue, communicate effectively, and/or use appropriate questioning techniques).
 - D) Use diverse media, when appropriate, to present information.
 - E) Use language conventions appropriate to the project.
- 3) Criteria 3: Collect research and communicate academically, consistent with the standards of the disciplines. Indicators supporting this criteria shall require the work completed by the student to:
- A) Explain how research was applied when presenting the artifact to specific stakeholders.
 - B) Ensure communication contains original work without plagiarism, including appropriate citations as necessary.
- 4) Criteria 4: Gather information from global stakeholder groups. Indicators supporting this criteria shall require the work completed by the student to:
- A) Incorporate perspectives and opinions from people and/or organizations working with or directly affected by the selected global issue or concern.
 - B) Interact with stakeholders in ways that demonstrate the ability to understand different cultural perspectives.
- 5) Criteria 5: Gather and review research related to a global issue/concern of the student's choice. Indicators supporting this criteria shall require the work completed by the student to:
- A) Design and carry out a research plan using a variety of resources representing multiple perspectives (i.e., a combination of credible scholarly sources and interviews/narratives).

- B) Ensure research explores causes and effects of the issue of global concern for a variety of stakeholders.
 - C) Demonstrate research that includes a review of the impact of possible action on a variety of stakeholders.
 - D) Employ research sufficient to deeply understand the issue/concern, including the answers to the compelling questions:
 - i) What causes this issue?
 - ii) What happens as a result of this issue/How does this issue impact people?
 - iii) How might different actions resolve this issue?
 - iv) How might these actions impact various stakeholders?
 - E) Document source material and evaluate for accuracy and credibility.
- 6) Criteria 6: Research gathered sufficiently addresses and resolves the compelling question asked by the student. Indicators of these criteria shall require the work completed by the student to:
- A) Use a depth and breadth of source material adequate to develop an understanding of the complexity of the compelling question.
 - B) Demonstrate how source material contributes to the student's understanding of the compelling question.
- 7) Criteria 7: Design action to be taken in relation to an issue of global concern that closely aligns with and logically results from the conducted research. Indicators supporting these criteria shall require the work completed by the student to:
- A) Provide documentation that relates process and product to future goals.
 - B) Employ culturally-specific research to explain how an audience is likely to interpret an artifact differently than the student-creator intended.

- C) Incorporate stakeholder feedback from two or more stakeholder groups into a plan of action.
- 8) Criteria 8: Design an artifact (e.g., presentation, pamphlet, video, artwork, webpage, blog, advocacy campaign/fundraiser, activity, etc.) reflecting the proposed action to be taken in relation to the issue of global concern. Indicators supporting this criteria shall require the work completed by the student to:
- A) Plan an artifact that is either used during the implementation of the solution or serves as a record of the action.
 - B) Develop an artifact that informs and engages the stakeholder audience.
- 9) Criteria 9: Take action that demonstrates understanding of the issue/concern and addresses the compelling question. Indicators supporting this criteria shall require that the work completed by the student:
- A) Presents the artifact in an interactive format/venue that is designed to effect local and/or global change.
 - B) Advocates for suggested improvements and alternatives on behalf of stakeholders and/or engages audience to take action.
 - C) Offers stakeholders or those who can implement improvement a blueprint for change.
- 10) Criteria 10: Engage with stakeholders to present findings. Indicators supporting these criteria shall require that the work completed by the student:
- A) Ensures that the narrative and documentation include an impact statement from stakeholders.
 - B) Selects an audience intentionally and thoughtfully in order to make an impact on the global issue or concern.
- 11) Criteria 11: Reflect on diverse perspectives encountered (including the student's own) throughout this process and synthesize those perspectives.

Indicators supporting this criterion shall require that the work completed by the student:

- A) Synthesizes how this project impacted personal understanding and learning.
- B) Demonstrates self-reflection by answering the following questions:
 - i) How did the research inform your view of the global issue/concern?
 - ii) What do you believe is at the heart of the issue/concern?
 - iii) How does your experience suggest how this issue/concern could be better addressed or understood?
 - iv) How do you think that this process impacted the issue and your personal view?
 - v) How did this experience personally impact you and why?
 - vi) Show connections between what happened, why it happened, and awareness of the change that happens now (or has happened)?
- c) The Global Scholar Capstone Performance-based Assessment shall be completed by the student with supervision from at least one licensed teacher. While under the supervision of his or her licensed teacher, the student may collaborate and consult with at least one individual from a global stakeholder group. School districts may develop systems for students to complete the Assessment in a manner suited to the school district. School districts may develop a specific capstone course, include the Assessment as part of an existing course, or offer opportunities for students to complete the capstone as part of an independent study course. School districts may also opt to develop mechanisms for students to complete the capstone project as part of extracurricular activities or clubs.
- d) In accordance with Section 2-3.167(f)(2) of the School Code, the school district shall place a designation of a qualifying student's receipt of the Illinois Global Scholar Certificate in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation on the student's diploma. The State Board shall make an electronic facsimile of the Illinois Global Scholar Certificate available to school districts for this purpose.

- e) A school district that chooses to participate in the Illinois Global Scholar program shall meet the requirements of this subsection (e).
 - 1) A participating school district shall notify the State Board of its participation by October 1 of each year, except for the 2017-2018 inaugural Illinois Global Scholar Certificate school year when a district shall notify the State Board of its participation by May 1, 2017. A district that elects to participate after October 1 shall notify the State Board of its participation no later than 45 calendar days prior to the issuance of any Global Scholar Certificate.
 - A) A school district electing to participate after October 1 shall include in its notification to the State Board evidence that the district has met all of the requirements set forth in this subsection (e).
 - B) A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the Illinois Global Scholar Certificate for that school year.
 - 2) A participating district shall designate at least two individuals to serve on the school district's Global Scholar Committee and include these individuals' names and contact information in the notice provided pursuant to subsection (e)(1). The individuals assigned to serve as district Global Scholar Committee members shall:
 - A) Hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure); and
 - B) Participate in training developed by the school district and approved by the State Board prior to awarding the Illinois Global Scholar Certificate. This training shall include:
 - i) Explanations and application of EdSteps Global Competency Standards.
 - ii) Process steps to implement a Global Scholar Certificate program in the school district.

- iii) How to develop high quality and consistent scoring practices.
 - iv) Methods to develop global competence among educators.
 - v) Opportunities for globally-focused service learning and global collaboration/dialogue opportunities.
 - vi) Building a sustainable global education program in schools.
- 3) Scoring Methods
 - A) A participating school district may opt to score the Global Scholar Capstone Performance-based Assessment by one of two methods.
 - i) District Scoring
A school district shall appoint at least one Illinois licensed educator who has completed the Global Scholar Certificate training described in subsection (e)(2)(B).
 - ii) Peer School Scoring
The school district collaborates with other school districts in scoring the Assessment. Districts opting to participate in this method must send at least one licensed educator who has completed training provided by the Illinois Global Scholar organization.
 - B) Scoring methods described in subsection (e)(3)(A) must use the criteria and indicators described in subsection (b).
- 4) Using a format prescribed by the State Board, a participating school shall submit an annual report to the State Board, no later than 30 days after the end of the school year, that shall include:
 - A) The names and course descriptions of all courses designated as "globally-focused" as described in subsection (a)(1);
 - B) The total number of students who submitted materials to be considered for Illinois Global Scholar recognition and the number of students who received the score of pass;

- C) A description of the method used by schools to administer and monitor the Global Scholar Capstone Performance-based Assessment as described in subsection (c);
 - D) A copy of promotional materials used to inform students of the Illinois Global Scholar Certificate program and its requirements; and
 - E) Results of any surveys given to students or educators to assess any aspect of the Illinois Global Scholar Certificate program.
- 5) A participating school district shall make available information about the Illinois Global Scholar Certificate program to parents and students by posting on the district's website, if the district maintains a website, and in the student handbook the following information:
- A) General information about the Illinois Global Scholar Certificate program and the opportunity for students to participate.
 - B) A description of each of the requirements students need to complete in order to receive the Illinois Global Scholar Certificate as indicated in subsections (a)(1) through (4).
 - C) A complete list of opportunities available in the district that will meet the requirements described in subsections (a)(1) through (4). These include:
 - i) A listing of all courses designated by the school district as globally-focused, as described in subsection (a)(1).
 - ii) A listing of all opportunities offered by the school district that will meet the globally-focused service requirement, as described in subsection (a)(2).
 - iii) A listing of all opportunities offered by the school district that will meet the global collaboration or dialogue requirement, as described in subsection (a)(3).
 - iv) A complete description of the Capstone Project Performance-based Assessment steps and requirements, as described in subsection (a)(4).

- D) A link to the State Board's website describing the requirements for the Illinois Global Scholar Certificate that includes a list of:
 - i) Approved service learning opportunities with a global focus accessible to all Illinois students.
 - ii) Approved global collaboration opportunities with a global focus accessible to all Illinois students.
 - iii) Approved capstone project performance assessments of global competence.
 - E) A description of the process a student would use to demonstrate global competence, including details about any alternative evidence that may be required under subsection (a)(3), if applicable;
 - F) An estimate of the costs, if known, that students might incur to complete the requirements listed in subsection (a); and
 - G) The name and contact information for any individuals designated to serve as Global Scholar Committee members of the Illinois Global Scholar Certificate.
- f) A school district shall administer evaluation surveys to students and educators participating in the Illinois Global Scholar program. Surveys will be used to evaluate the program as a whole and will not be linked to specific students, staff or school districts.
- g) Should additional scoring criteria and indicators be added to subsection (b), that additional criteria shall be included in Appendix H as well.

(Source: Added at 41 Ill. Reg. 4430, effective April 5, 2017)

Section 1.445 Required Course Substitute

- a) Pursuant to Section 27-22.05 of the School Code [105 ILCS 5/27-22.05], school boards in districts with any of the grades 9 through 12 may adopt a policy providing for a course substitution of a vocational and technical course for a high school or graduation requirement. Such policies must provide a complete description of both the vocational and technical course and its relationship to the required course that will be replaced by the substituted course. Courses that may be substituted must meet the requirements set forth in Section 27-22.05 of the School Code and Section 1.440(d) of this Part.
- b) No student under the age of 18 shall be enrolled in a course substitution unless that student's *parent or guardian first requests the substitution and approves it in writing on forms that the school district makes available* for such requests. Such requests shall be maintained in the student's temporary record in accordance with Section 4 of the Illinois School Student Records Act [105 ILCS 10/4].

(Source: Amended at 30 Ill. Reg. 8480, effective April 21, 2006)

Section 1.450 Special Programs (Repealed)

(Source: Repealed at 33 Ill. Reg. 15193, effective October 20, 2009)

Section 1.460 Credit Earned Through Proficiency Examinations

Each local board of education with a high school shall adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution. Plans for earning credit outside of regular classes should be approved in advance by the local high school principal according to established policy. The pupil's permanent record should show how the credit was earned. The examination papers upon which such credit is validated should be kept in the school file for three years as evidence for recognition and accreditation agencies.

Section 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)

(Source: Repealed at 35 Ill. Reg. 2230, effective January 20, 2011)

Section 1.465 Ethnic School World Language Credit and Program Approval

- a) School boards of unit and secondary school districts may award high school credit for the study of a world language in an ethnic school, provided that the amount of credit to be awarded is determined in accordance with Section 10-22.43a of the School Code [105 ILCS 5/10-22.43a] and that the credit is awarded for the study of a world language in an ethnic school program that has been approved by the State Board of Education in accordance with this Section.
- b) "Ethnic school" means *a part time private school which teaches the world language of a particular ethnic group as well as the culture, geography, history and other aspects of a particular ethnic group* [105 ILCS 5/2-3.44].
- c) The State Superintendent of Education shall approve ethnic schools' foreign language programs if they meet the following standards:
 - 1) Each teacher shall possess at least a baccalaureate degree and have completed at least 20 semester hours of credit in the foreign language taught, both of which shall have been awarded by a regionally accredited college or university.
 - 2) Each program shall contain at least 120 clock hours of instruction plus outside preparation for each unit of credit issued upon successful completion of the instruction, although less than a full unit of credit may also be awarded in proportion to the amount of instruction received.
- d) Each school shall maintain and make available upon request by the State Superintendent of Education or by officials of school districts to which students seek to transfer foreign language credit, documentation that verifies compliance with the requirements of subsection (c) of this Section, including but not limited to informational brochures, course syllabi, class schedules, and teachers' official transcripts.
- e) Annual application by an ethnic school for approval of its world language program shall be made on forms provided by the State Superintendent of Education.
- f) Approval shall be granted on an annual basis provided that a previously approved ethnic school continues to comply with the minimum standards set forth in subsection (c) of this Section.

(Source: Amended at 33 Ill. Reg. 15193, effective October 20, 2009)

Section 1.470 Adult and Continuing Education

- a) Local school districts, in accordance with Section 10-20.12 of the School Code [105 ILCS 5/10-20.12], shall provide for the educational needs of adults younger than 21 years of age who wish to re-enter high school to acquire a high school diploma (subject to the limitations of 105 ILCS 5/26-2) or an equivalency certificate. Local boards of education may permit other adults to re-enter high school under this provision.
- b) Local school districts may establish special classes for the instruction:
 - 1) of persons of age 21 years or older, and
 - 2) of persons younger than age 21 and not otherwise in attendance in public school, for the purpose of providing adults in the community and youth whose schooling has been interrupted with educational programs appropriate to the needs of these individuals. (See Section 10-22.20 of the School Code [105 ILCS 5/10-22.20].) If a program is approved by the State Board of Education, a school may issue credit for a course on the basis of qualitative attainment rather than on the time element.
- c) Awarding of Credit
 - 1) Local school districts, as provided in a definite policy of the boards of education, may offer credit through proficiency testing, correspondence courses, military experiences, life experiences and other nonformal educational endeavors.
 - 2) Secondary schools may obtain credit recommendations for service experience by submitting the form, "Request for Evaluation of Service School Training" to the American Council on Education, 1 DuPont Circle, N.W., Washington, D.C. 20036.

AGENCY NOTE: The State Board of Education recommends that a high school grant credit toward a diploma for the successful completion of the following service educational experiences:

United States Armed Forces Institute courses;

United States Armed Forces Institute subject examinations;

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

Marine Corps Institute courses;

Service School training;

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.480 Correctional Institution Educational Programs

Pursuant to Section 13-40 of the School Code [105 ILCS 5/13-40], educational programs conducted for individuals incarcerated in facilities operated by the Department of Juvenile Justice are educational programs of a school district. Consequently, units of credit earned by students while they are incarcerated in the Department's facilities are transferable to other public schools.

(Source: Amended at 33 Ill. Reg. 15193, effective October 20, 2009)

SUBPART E: SUPPORT SERVICES

Section 1.510 Transportation

- a) Section 29-3 of the School Code [105 ILCS 5/29-3] requires the school boards of certain school districts to provide free transportation to pupils as delineated in that Section. These school districts may provide free transportation to other students in accordance with the remaining applicable provisions of Article 29 of the School Code [105 ILCS 5/Art. 29]. Districts that are not required to provide free transportation may do so at their option.
- b) Each district seeking State reimbursement for pupil transportation shall comply with the provisions of Article 29 of the School Code and 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement). In order to qualify for reimbursement, school districts not required to provide transportation pursuant to a specific Section of Article 29 that elect to do so must afford the same service to all eligible pupils. For example, if a district is not required to transport students under Section 29-3 of the School Code [105 ILCS 5/29-3] but elects to transport some students residing more than 1½ miles from their attendance centers, then the district must transport all students in that same situation in order to claim reimbursement for any transportation service.
- c) Each district that is required to provide free transportation has the responsibility of providing sufficient buses for transporting all eligible pupils.
- d) Each school district is required to conform to the equipment standards and regulations established by the Department of Transportation.
- e) Each local school board that provides transportation shall designate a person under its direct supervision to ensure adherence to all laws and regulations affecting safe pupil transportation.
- f) School bus routing is the responsibility of the local school board. School districts shall arrange school bus stops to maximize safety, so that buses will not have to back up, and so that crossing arms will not infringe upon pedestrian crosswalks or cross streets. School buses are not required to enter private property.
- g) Local school boards shall institute policies and practices that promote the safety and well-being of school bus passengers, including provisions that support Section 10-22.6(b) of the School Code [105 ILCS 5/22.6(b)]. Local school boards shall require that all school bus drivers who transport pupils have been trained as discussed in Section 1.515 of this Part. The requirements set forth in

subsections (h) through (n) of this Section shall serve as minimum statewide requirements for operating a school bus. Transportation for students who receive special education and related services shall be as set forth in the State Board's rules for Special Education (23 Ill. Adm. Code 226). Local school boards may adopt more stringent requirements, at their discretion.

h) Operation of Bus by the Driver

- 1) The service door shall be closed a all times when the bus is in motion.
- 2) Windows shall not be lowered below the stop line painted on the body pillar.
- 3) The emergency door shall be unlocked but securely latched when operating the school bus.
- 4) The driver shall not leave the bus while the motor is running.
- 5) The gasoline tank shall not be filled while there are any persons on the bus or while the motor is running.
- 6) The school bus signs shall be displayed only when the bus is being used for official school transportation.
- 7) The required alternately flashing warning lights and stop arm shall be used only when stopping to receive or discharge students.
- 8) The driver shall not back a bus at the school while students are in the vicinity unless a responsible person is present to guide the bus driver.
- 9) The driver shall not permit a weapon or explosive of any kind on the bus.
- 10) The driver shall not smoke when operating a school bus.

i) Passenger Treatment and Supervision

- 1) All passengers shall be seated when the bus is in motion.
- 2) Students shall not be asked to leave the bus along the route for breach of discipline, nor shall they be asked to sit anywhere other than on a seat for breach of discipline.

- 3) The bus driver shall observe the requirements of the district's policy adopted pursuant to Section 12-816 of the Vehicle Code [625 ILCS 5/12-816] with respect to ensuring the *no passenger remains on the bus at the end of a route, a work shift, or the work day.*
- j) Loading and Unloading
- 1) When children are picked up and must cross a roadway, the driver shall beckon them to cross the road when it is safe to do so.
 - 2) The driver on a regular route shall not be expected to wait for a tardy student and may proceed on a timely route if the student is not in sight.
 - 3) At school, the bus shall be driven onto the school grounds to discharge pupils or they shall be otherwise discharged so they will not have to cross a street if at all possible. At all discharge points where it is necessary for pupils to cross a roadway, the driver shall direct students to a point at least ten feet in front of the bus on the shoulder of the roadway and shall direct them to remain there until a signal is given by the bus driver for the students to cross.
 - 4) A driver shall not allow a student to get off the bus at any place other than the student's designated discharge point unless permission is granted by the proper school official.
 - 5) If a loading zone is not visible to traffic approaching from either direction, the district shall notify the Illinois Department of Transportation and request a determination as to the need to erect appropriate signs.
- k) Permitted Occupants
- 1) The manufacturer's capacity for a bus shall not be exceeded.
 - 2) Only persons authorized by the school district shall be allowed to ride school buses. Except with the permission of school authorities, the driver shall transport no school children with animals. Any animal transported shall be properly confined at all times when it is on a school bus.
- l) Accidents

SUBTITLE A

SUBCHAPTER a

- 1) In case of an accident or breakdown while the bus is transporting students, the first consideration shall be whether it is safer to evacuate the students or to have them remain on the bus.
- 2) All accidents shall be reported immediately to the appropriate school officials.
- 3) A School Bus Accident Report shall be completed in a format prescribed by the State Superintendent of Education and shall be forwarded to the regional superintendent immediately after any accident.
- 4) In case of a death that occurs as a result of a school bus accident, the responsible district official shall immediately notify the regional superintendent by telephone.

m) Railroad Crossings

Each driver of a school bus shall stop at all railroad crossings except where protected by a human flagman or law enforcement officer or marked as having been exempted by the Illinois Commerce Commission pursuant to Section 11-1202 of the Illinois Vehicle Code [625 ILCS 5/11-1202].

- 1) The driver shall stop between 15 and 50 feet in front of the first rail. While stopped, the driver shall open the service door, listen and look in both directions for any approaching train. When the driver determines that no train is approaching, he or she shall close the door, then proceed completely across the grade crossing without changing gears.
- 2) A driver who has stopped at a railroad crossing that is protected only by flashing lights and who determines that no train is, in fact, approaching (i.e., a malfunction is apparent) may proceed despite the warning lights, provided that he or she has complied with the requirements of subsection (m)(1) of this Section.
- 3) The driver shall not use the alternately flashing warning signals or stop arm at railroad grade crossings.

n) School Bus Crossing Arm

- 1) A school bus driver shall use the school bus crossing arm whenever the bus stops to allow students to enter or leave the bus. The driver shall allow sufficient space for the full extension of the crossing arm without

infringing on other vehicles, other obstacles, the pedestrian crosswalk, or a cross street. However, a driver may omit using the crossing arm at school loading areas where school buses are parked bumper to bumper or when extending the crossing arm would impede pedestrians' crossing, extend into the adjacent cross street, or collide with another object or vehicle.

- 2) A school bus driver shall report to the affected school district any instance when the crossing arm cannot be used as required. School districts shall use this information in evaluating school bus routes and pickup and dropoff points. Districts shall retain these records in a manner consistent with their retention policies applicable to other records.
- 3) A school bus shall not be used if its crossing arm is found to be inoperable during the pre-trip inspection, or if the crossing arm has malfunctioned and has not yet been repaired.
- 4) If a crossing arm malfunctions while the school bus is carrying students, the driver shall note the stop where the malfunction first occurs and may complete the route if permitted to do so by local board policy.

Section 1.515 Training of School Bus Driver Instructors

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

- a) 92 Ill. Adm. Code 1035.30 of the Secretary's rules requires the certification of bus driver instructors by the State Board of Education. The following standards shall apply to this certification.
 - 1) The person must be at least 21 years of age.
 - 2) The person must hold or have held an Illinois School Bus Driver's Permit, hold a current professional educator license endorsed for driver education, or have the approval of the regional superintendent as having had other direct involvement in school bus transportation.
 - 3) The person must provide a current, valid card as evidence of having completed a course in first aid from the American Red Cross, the American Heart Association, or another national organization that is recognized by the Illinois Department of Public Health.
 - 4) The person must have assisted a certified instructor in conducting an initial school bus driver training course and a refresher course; the person must also have taught each of these types of courses under the observation of a certified instructor and have received a satisfactory evaluation of overall teaching performance.
 - 5) Certification of bus driver instructors shall be renewed annually. Renewal shall be sought by the regional superintendent of the region where services will be provided, with the permission of the individuals in question and using a form supplied by the State Superintendent of Education. Renewal of certification shall be based on the criteria set forth in subsections (a)(1) through (a)(4) of this Section.
- b) The State Superintendent shall notify each regional superintendent of the certification status of all affected instructors in his or her region and of any deficiencies preventing the certification of any individual. The regional superintendent shall be responsible for notifying instructors of their status.

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.520 Home and Hospital Instruction

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

- a) When a student has a medical condition that will cause an absence for two or more consecutive weeks (i.e., 10 school days) of school or ongoing intermittent absences, as defined in Section 14-13.01(a) of the School Code, the school district for that child shall consider the need for home or hospital services. The provision of home or hospital services shall be based upon a written statement from a physician licensed to practice medicine in all its branches that specifies:
 - 1) the child's medical condition;
 - 2) the impact on the child's ability to participate in education (the child's physical and mental level of tolerance for receiving educational services); and
 - 3) the anticipated duration or nature of the child's absence from school.
- b) The amount of instructional or related service time provided through the home or hospital program shall be determined in relation to the child's educational needs and physical and mental health needs. The amount of instructional time shall not be less than five hours per week unless the physician has certified in writing that the child should not receive as many as five hours of instruction in a school week. In the event that the child's illness or a teacher's absence reduces the number of hours in a given week to which the child is entitled, the school district shall work with the child's teachers and the child's parents to provide the number of hours missed, as medically advisable for the child.
- c) A child whose home or hospital instruction is being provided via telephone or other technological device shall receive not less than two hours per week of direct instructional services.
- d) Instructional time shall be scheduled only on days when school is regularly in session, unless otherwise agreed to by all parties.

- e) For the purpose of determining average daily attendance, school districts shall calculate days of attendance for hospitalized or homebound students in accordance with the provisions of Section 18-8.05(F)(2)(e) of the School Code.
- f) Home or hospital instructors shall meet the requirements of 23 Ill. Adm. Code 1.610 (Personnel Required to be Qualified), except that the use of an individual who holds only a substitute teaching license is permissible if the individual provides instruction under the supervision of an individual who holds a professional educator license endorsed in a teaching field and is the teacher in whose class the student is enrolled. A school district using the services of a substitute teacher for home or hospital instruction pursuant to this subsection (f), however, is not eligible for reimbursement under Section 14-13.01 of the School Code.
- g) A school district is not obligated to provide home and hospital instruction when the referral for the services is presented when two weeks or less remains in the school year.
- h) Homebound instruction shall be provided for students who are pregnant according to the provisions set forth in Section 10-22.6a of the School Code.

(Source: Old Section repealed at 29 Ill. Reg. 15789, effective October 3, 2005; new Section added at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.530 Health Services

- a) Each school shall maintain records for each student that reflect compliance with the examinations and immunizations prescribed by Section 27-8.1 of the School Code [105 ILCS 5] and the applicable rules and regulations of the Illinois Department of Public Health at 77 Ill. Adm. Code 665 (Child and Student Health Examination and Immunization Code). The information relative to examinations and immunizations shall be placed in the student permanent record in accordance with 23 Ill. Adm. Code 375 (Student Records). School districts shall, by November 15 of each school year, report to the State Superintendent of Education the number of students who have received the necessary health examinations and immunizations, the number of students who are not exempt and have not received the necessary health examinations and immunizations, and the number of students exempt from the health examination and immunization requirements for religious or medical reasons, in the manner prescribed by the State Superintendent.
- b) Students participating in interscholastic athletics shall have an annual physical examination.
 - 1) A district shall include as *part of any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parents or guardian to sign before participating in practice or interscholastic competition* information relative to the school board's adopted concussion and head injury policy. (See 105 ILCS 5/10-20.54 and 34-18.46.)
 - 2) A district shall ensure that each student athlete and his or her parent or guardian receive and read information relative to concussions that meets the requirements of Section 22-80 of the School Code [105 ILCS 5/22-80]. A student shall *not participate in an interscholastic athletic activity for a school year until he or she and his or her parent or guardian, or another person with legal authority to make medical decisions for the student, acknowledge by written signature the receipt and review of this information.* (Section 22-80(e) of the School Code)
- c) Each district shall adopt an emergency procedure to be followed in cases of injury to or sudden illness of students and/or staff, which shall include policy and procedures relative to student athletes that meet the requirements of Section 22-80 of the School Code.

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

Section 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

This Section establishes requirements in addition to those set forth at Section 22-30 of the School Code [105 ILCS 5/22-30] for a school nurse or other trained school personnel *to administer an undesignated epinephrine auto-injector or any opioid antagonist to any person whom the school nurse or trained personnel in good faith believes to be having an anaphylactic reaction or any opioid overdose, respectively, while in school, while at a school-sponsored activity, while under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property.*

a) Definitions

For the purposes of this Section:

- 1) "School" shall be understood to mean a school district, public school or nonpublic school, as may be applicable.
- 2) "School nurse" shall have the meaning prescribed in Section 22-30(a) of the School Code.

b) Parental Notification

In addition to the provisions of Section 22-30(c) and (c-5) of the School Code, a school that has a standing protocol, as defined in Section 22-30 of the School Code, to administer undesignated epinephrine auto-injectors and/or opioid antagonists shall notify the parents or guardians of each student that the school has instituted the standing protocol and that a student may be administered epinephrine and/or any opioid antagonist under the circumstances described in Section 22-30(e-5) or (e-10) of the School Code.

- 1) The school shall provide the notification of the standing protocol to the parents or guardian at the start of each school year or, for students enrolling for the first time, at the time of enrollment. The parent or guardian shall acknowledge the notification by signing it and returning it to the school.
- 2) A school also shall accept a written request from a parent or guardian stating that his or her student shall not be administered epinephrine and/or any opioid antagonist under any circumstances. The school shall provide the name of any student whose parent or guardian submits notification under this subsection (b)(2) to the school nurse and to any trained personnel, as defined under Section 22-30(a) of the School Code.

c) Standing Protocol

- 1) A standing protocol for administering undesignated epinephrine auto-injectors or any opioid antagonist, as applicable, shall be provided to the school nurse and trained personnel, as well as kept with or near the undesignated epinephrine auto-injectors or any opioid antagonist, as applicable.
- 2) The standing protocol shall state the hours of the day, days of the week and the school-sponsored activities during which the undesignated epinephrine auto-injectors or any opioid antagonist, as applicable, will be available. A school is not required to have a school nurse or trained personnel available at all times nor at all school-sponsored activities to administer undesignated epinephrine auto-injectors or any opioid antagonist, as applicable.
- 3) The standing protocol shall provide that the undesignated epinephrine auto-injectors or any opioid antagonist, as applicable, be stored in and available daily at one or more designated, secure locations. For the purposes of this Section, "secure location" means an unlocked location that is inaccessible to students and/or visually monitored by an adult during the normal school day under routine circumstances.
- 4) The standing protocol shall include a written order for the undesignated epinephrine auto-injectors or any opioid antagonist that meets the requirements of Section 22-30(b) of the School Code. The written order required under this subsection (c)(4) is valid for the school year in which it was provided and must be renewed each school year. (See Section 22-30(d) of the School Code.)

d) Notification of Administration of an Undesignated Epinephrine Auto-Injector or Opioid Antagonist

Any school whose school nurse or trained personnel administered an undesignated epinephrine auto-injector or any opioid antagonist, as applicable, shall meet the notification requirements of Section 22-30(f-5) and (f-10) of the School Code.

e) Personnel Training

Only trained personnel or a school nurse shall administer an undesignated epinephrine auto-injector or any opioid antagonist, as applicable.

- 1) Certification courses required under Section 22-30(g) of the School Code in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be conducted by a trainer who is certified in CPR/AED by the American Heart Association, American Red Cross or similar certifying body. Trained personnel shall renew any certification issued in accordance with the requirements of the certifying body and present the certification to his or her school.
- 2) A school administrator or a school nurse shall be available to answer questions from training participants if the anaphylaxis or opioid antagonist training is presented via a webinar or online format or through a video supplied by an epinephrine or opioid antagonist manufacturer. Training provided in one of the formats listed in this subsection (e)(2) shall not be considered complete unless an opportunity for questions is provided.
- 3) In addition to the curricular content listed in Section 22-30(h) of the School Code, anaphylaxis training also shall include information about:
 - A) where the undesignated epinephrine auto-injectors are stored and how to access them;
 - B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of an undesignated epinephrine auto-injector;
 - C) the school's written plan to prevent exposure to allergens; and
 - D) the process for administering the specific undesignated epinephrine auto-injector devices identified in the standing order.
- 4) In addition to the curricular content listed in Section 22-30(h-5) of the School Code, opioid antagonist training also shall meet the requirements of Section 5-23 of the Alcoholism and Other Drug Abuse and Dependency Act [20 ILCS 301/5-23] and training requirements set forth at 77 Ill. Adm. Code 2060 (Alcoholism and Substance Abuse Treatment and Intervention Licenses) and include information about:
 - A) where the opioid antagonist is stored and how to access the drug;

- B) the method by which the school nurse or trained personnel will be notified of an incident that could require the administration of any opioid antagonist; and
 - C) the process for administering the specific opioid antagonist identified in the standing order.
- 5) A school nurse or physician with knowledge of allergies and anaphylaxis and CPR and AED certification who possesses skill in administering or demonstrating the use of an epinephrine auto-injector shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h)(7) of the School Code.
- 6) An individual familiar with the use of an opioid antagonist who has CPR and AED certification (e.g., healthcare provider, police officer, paramedic) shall certify by written signature that the personnel being trained passed the test required under Section 22-30(h-5)(8) of the School Code.
- 7) Each statement of certification issued under subsection (e)(5) or (e)(6) of this Section shall be maintained by the school in accordance with Section 22-30(g) of the School Code.
- 8) The names of trained personnel shall be provided to the school nurse and school administrator, indicating whether the person received training specific to anaphylaxis, opioid antagonists or both.
- f) **Reporting**
Each school shall submit a report regarding the administration of an undesignated epinephrine auto-injector or opioid antagonist electronically in a format prescribed by the State Superintendent of Education within the timeline specified in Section 22-30(i) or (i-5), respectively, of the School Code.
- g) **Allergen Reduction Plan**
Each school shall develop a written plan to reduce the risk of accidental exposure to allergens that addresses, at a minimum, lunchroom safeguards, classroom food policies, and identification of areas of the playground that are known concerns, such as those with insect colonies. A separate plan is not required if the school has addressed reducing the risk of accidental exposure to allergens in the plan adopted pursuant to Section 2-3.149(b) of the School Code [105 ILCS 5/2-3.149(b)].

- h) In accordance with Section 22-30(h) of the School Code, the State Superintendent of Education shall post on the agency's website by January 1, 2016 a list of resource materials about how *to recognize and respond to anaphylaxis*.

(Source: Amended at 40 Ill. Reg. 4929, effective March 2, 2016)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section 1.610 Personnel Required to be Qualified

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

- a) No one shall teach or supervise in a public school unless that individual holds an educator license appropriate for the position to which that individual has been assigned. (See Appendix A of this Part.) Schools' and districts' compliance with these requirements shall be a factor in their recognition status, as discussed in Section 1.20 of this Part.
- b) No one shall be licensed to teach or supervise in the public schools of the State of Illinois who is not of good character, as defined in Section 21B-15 of the School Code, and at least 20 years of age.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.620 Accreditation of Staff (Repealed)

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.630 Paraprofessionals; Other Unlicensed Personnel

- a) Pursuant to Sections 10-22.34 and 34-18 of the School Code [105 ILCS 5/10-22.34 and 34-18], school boards may employ nonteaching personnel or use volunteer personnel for nonteaching duties not requiring instructional judgment or evaluation of pupils.
- b) Paraprofessionals
 - 1) School boards may further utilize volunteer personnel or employ personnel who do hold an educator license with stipulations endorsed for paraprofessional educator to serve as paraprofessionals (or "teacher aides") to assist in the instruction of pupils, so long as each individual is under the immediate supervision of a teacher who holds a valid professional educator license endorsed for the teaching field of assignment and is directly engaged in teaching subject matter or conducting activities (see Sections 10-22.34 and 34-18 of the School Code). To "assist in the instruction of pupils", i.e., to serve as a paraprofessional, means to support teachers through interactions with students that will help them master curricular content, such as by tutoring; or to assist with classroom management, such as by organizing instructional materials.
 - 2) Beginning July 1, 2013, an individual employed as a paraprofessional shall meet the requirements set forth in 23 Ill. Adm. Code 25.510 (Paraprofessionals) except in the following circumstances.
 - A) Any individual whose paraprofessional approval was continued after June 30, 2013, in accordance with the provisions of 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange), may continue to serve as a paraprofessional subject to any limitations of his or her approval.
 - B) An individual who holds an educator license indicative of completion of a bachelor's degree may serve as a paraprofessional without obtaining an educator license with stipulations endorsed for paraprofessional educator.
 - C) An individual who holds an educator license with stipulations endorsed for career and technical educator may serve as a paraprofessional without obtaining an additional endorsement for paraprofessional educator.

- 3) Each paraprofessional shall be under the direct supervision and control of a fully licensed teacher when assisting with instruction, whether this occurs in classrooms, laboratories, shops, playgrounds, libraries, or other educational settings where instructional judgment requires the supervision of a fully licensed teacher. The fully licensed teacher shall be responsible for planning the activities to be conducted by the paraprofessional and for evaluating the pupils with whom the paraprofessional works. The fully licensed teacher shall be continuously aware of the paraprofessional's activities, i.e., the teacher shall be responsible for controlling the paraprofessional's activities and shall be able to modify them at any time.
 - 4) Paraprofessionals shall not be utilized as substitutes for or replacement of fully licensed teachers, and they shall not have equivalent responsibilities. Fully licensed teachers shall exercise professional judgment when assigning duties to paraprofessionals and shall retain the responsibility for determining students' scholastic activities.
 - 5) Each school district shall:
 - A) submit a list of all paraprofessionals it employs to the State Superintendent of Education with its annual application for recognition;
 - B) maintain a file for each paraprofessional that describes his or her functions and includes his or her statement of approval, if applicable, or verification of his or her holding an educator license with stipulations endorsed for paraprofessional educator; and
 - C) be responsible for ensuring that no individual is employed as a paraprofessional without an educator license with stipulations endorsed for paraprofessional educator, except as permitted under subsection (b)(2) of this Section, and that paraprofessionals whose paraprofessional approval was continued are assigned only to tasks for which their approval is valid.
- c) Other Unlicensed Personnel
- 1) School boards may designate unlicensed persons of good character, as defined in Section 21B-15 of the School Code, to serve as supervisors, chaperones or sponsors, either on a voluntary or on a compensated basis, for school activities not connected with the academic program of the

schools (see Section 10-22.34a of the School Code [105 ILCS 5/10-22.34a]).

- 2) Unlicensed personnel in special education programs under contract to the local board of education, other than paraprofessionals, shall be governed by 23 Ill. Adm. Code 226 (Special Education). Also, beginning July 1, 2006, educational interpreters for persons who are deaf or hard of hearing shall be approved pursuant to 23 Ill. Adm. 25.550 (Approval of Educational Interpreters).
- 3) In accordance with Section 10-22.34(d) of the School Code [105 ILCS 5/10-22.34(d)], school districts may utilize unlicensed persons who are completing their clinical experiences and/or student teaching.
 - A) A candidate participating in clinical experiences shall not be required to hold an educator license with stipulations endorsed for paraprofessional if:
 - i) the candidate is engaging in the clinical experience as part of an approved Illinois teacher preparation program in which he or she is enrolled;
 - ii) when the candidate assists in instruction, he or she is under the immediate supervision of a teacher who holds a valid professional educator license and is directly engaged in teaching the subject matter or conducting other learning activities; and
 - iii) the cooperating teacher constantly evaluates the candidate's activities and is able to control or modify them.
 - B) Unlicensed personnel enrolled in a student teaching course at a college or university are not required to be under the constant supervision of a teacher, provided that their activity has the prior approval of the representative of the higher education institution, that teaching plans have been previously discussed with and approved by the supervising teacher, and the teaching is performed in accordance with the requirements of 23 Ill. Adm. Code 25.620 (Student Teaching) (see Section 10-22.34(d) of the School Code).
 - C) In accordance with Section 10-22.34b of the School Code [105 ILCS 5/10-22.34b], school districts may, with the prior approval of

the responsible regional superintendent of schools, utilize unlicensed persons *to provide specialized instruction not otherwise readily available in the immediate school environment in the fields for which they are particularly qualified by reason of specialized knowledge or skill*. The regional superintendent shall approve an assignment of this type when:

- i) the individual holding a professional educator license endorsed in a teaching field under whose direction the instruction will be provided has specified in writing the material to be covered and the amount of time to be allotted for the specialized instruction;
- ii) the district superintendent has identified in writing the selected individual's professional competence or outstanding proficiency in the area of specialization in which instruction is to be provided;
- iii) the district superintendent has affirmed in writing that a district representative has determined the environment where instruction will be provided, if away from the school, to be safe and appropriate to the age of the students involved; and
- iv) the district superintendent has described the precise function to be served by the specialized instruction and any compensation to be paid to the selected individual.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.640 Requirements for Different Certificates (Repealed)

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.650 Transcripts of Credits

Official transcripts of credits earned are issued by institutions of higher education. In determining whether an individual meets the requirements for a particular assignment, a school district shall not rely upon any transcript that does not bear the seal and the signature of the responsible officer of the institution issuing the transcript.

(Source: Amended at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.660 Records of Professional Personnel

The school district shall maintain records for all professional personnel currently employed by the district. In addition to the individual's name, the record for each professional employee shall contain at least the copies of official transcripts required by Section 24-23 of the School Code [105 ILCS 5/24-23] and relevant health records, including the verification of freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). Each employee's record may also contain other relevant items, such as verification of past teaching experience, salary schedule placement and accumulated sick leave.

(Source: Amended at 39 Ill. Reg. 13411, effective September 24, 2015)

SUBPART G: STAFF QUALIFICATIONS

Section 1.700 Requirements for Staff Providing Professional Development

- a) Each individual who is employed by a school district, regional office of education or intermediate service center, either on a full-time or part-time basis, for the purposes of providing professional development to educator licensed employees shall hold either:
 - 1) a professional educator license issued pursuant to Section 21B-20(1) of the School Code [105 ILCS 5/21B-20(1)] and 23 Ill. Adm. Code 25.25 (Requirements for the Professional Educator License); or
 - 2) an educator license with stipulations endorsed for career and technical educator issued pursuant to Section 21B-20(2)(E) of the School Code [105 ILCS 5/21B-20(2)(E)] and 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator).
- b) The requirements of this Section do not apply to individuals engaged by the district, ROE or ISC on a contractual basis to conduct workshops or who provide specific technical assistance or inservice training that is of a limited duration.

(Source: Added at 40 Ill. Reg. 12276, effective August 9, 2016)

Section 1.705 Requirements for Supervisory and Administrative Staff

Requirements for the receipt of the endorsements specified in this Section shall be as set forth in 23 Ill. Adm. Code 25 (Educator Licensure).

- a) Each district superintendent shall hold a professional educator license with a superintendent endorsement.
- b) Each principal or assistant principal shall hold a professional educator license with a general administrative, principal or superintendent endorsement, except that a head teacher serving for more than 50% full-time employment in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5] shall hold a professional educator license endorsed for supervision.
- c) Each assistant superintendent shall hold a professional educator license with a general administrative, principal, director of special education or superintendent endorsement.
- d) Each general administrator (e.g., director, assistant director, coordinator or general supervisor) in general education shall hold a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement.
- e) Each head of a general education department or supervisor for a specific subject shall hold either:
 - 1) a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement); or
 - 2) a professional educator license endorsed for supervision in the area supervised (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).
- f) Each supervisory dean shall hold a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement, or teacher leader endorsement issued pursuant to 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement).
- g) Each dean of students shall hold:

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- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed in a teaching field (and for supervision or administration if the holder suspends students pursuant to Section 10-22.6 of the School Code); or
 - 3) a professional educator license endorsed in a school support personnel field other than school nursing (and for supervision or administration if the holder disciplines or suspends students).
- h) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified) and hold a professional educator license endorsed for director of special education in accordance with 23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education).
- i) Each special education supervisor shall hold either:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement and teaching qualifications in each area supervised; or
 - 2) a professional educator license endorsed for each area supervised and for supervision (see 23 Ill. Adm. Code 25.497 (Supervisory Endorsements)).
- j) Each supervisor of more than one school support personnel area shall hold either:
- 1) a professional educator license and a general administrative, principal or superintendent endorsement; or
 - 2) a professional educator license endorsed for school support personnel and supervision in each field supervised.
- k) Each supervisor of one school support personnel area shall hold:
- 1) a professional educator license with a general supervisory, general administrative, director of special education, principal or superintendent endorsement; or

- 2) a professional educator license endorsed for school support personnel in the field supervised and for supervision; or
 - 3) a professional educator license endorsed for speech-language pathology teaching and for supervision (if applicable).
- l) Each director of an area vocational career center shall hold a professional educator license with a general administrative, principal or superintendent endorsement, and an endorsement in career and technical education or an educator license with stipulations endorsed for career and technical education.
- m) Each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold a professional educator license and an endorsement in career and technical education or an educator license with stipulations endorsed for career and technical education.~~have teaching qualifications in one of the seven endorsement areas and 2,000 hours of work experience outside the field of education.~~
- ~~m) — Each supervisor of one field in career and technical education shall hold either:~~
- ~~1) — a professional educator license with a general supervisory, general administrative, principal or superintendent endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education;~~
 - ~~or~~
 - ~~2) — teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a professional educator license with a supervisory endorsement.~~
- n) Each administrator in a bilingual education program shall hold a valid professional educator license with a general administrative, principal, superintendent or supervisory endorsement issued in accordance with the applicable provisions of 23 Ill. Adm. Code 25 and this Part and meet the applicable requirements of Section 1.783.
- o) Each chief school business official shall hold a professional educator license with a chief school business official endorsement or an educator license with stipulations with a chief school business official endorsement.

(Source: Amended at 41 Ill. Reg. 6924, effective June 2, 2017)

Section 1.710 Requirements for Elementary Teachers

- a) Except as otherwise allowed in this Section, each elementary teacher shall hold a valid professional educator license endorsed in a teaching field for the grade level or levels to be taught.
- b) Each elementary teacher first assigned to an elementary position on or after September 1, 1978 shall have formal training in each basic instructional area to be taught.
- c) No teacher may be assigned to teach self-contained general education at the elementary level unless he or she holds a professional educator license and:
 - 1) holds the applicable endorsement; or
 - 2) if first assigned prior to July 1, 2004, possesses 16 semester hours of coursework in the areas below:
 - 1) Language Arts
 - 2) Mathematics
 - 3) Science
 - 4) Social Science
 - 5) Physical Education
 - 6) Health
 - 7) Fine Arts
 - 8) General Elementary Teaching Methods
 - 9) Elementary Reading Teaching Methods
 - ;

- 3) is assigned pursuant to 23 Ill. Adm. Code 25.430 (Short-Term Approval for Teachers at All Grade Levels).
- e) Additional requirements may apply to holders of elementary education endorsements on professional educator licenses issued pursuant to 23 Ill. Adm. Code 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) who teach in grades 5 through 8; see Section 1.720.

(Source: Amended at 41 Ill. Reg. 14044, effective November 3, 2017)

Section 1.720 Requirements for Teachers of Middle Grades

- a) The requirements of this Section apply to teachers employed in departmentalized grades 6 through 8 ("middle-grade teachers"). Teachers employed in non-departmentalized grades 6 through 8 and who hold a kindergarten-through-grade-9 elementary education endorsement issued by September 1, 2019, are subject to the requirements of Section 1.710.
- b) Requirements for Junior High and Middle School Teachers
 - 1) The requirements of this subsection (b)(1) apply to teachers first assigned in departmentalized grades 6-8 prior to July 1, 1997.
 - A) Teachers must hold a junior high endorsement in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), or
 - B) Teachers must have completed 16 semester hours of coursework in the content area taught or
 - C) Career and Technical Educators must have met the requirements identified under 1.730(b).
 - 2) The requirements of this subsection (b)(2) apply to teachers first assigned in departmentalized grades 6-8 between July 1, 1997 and December 31, 2017.
 - A) Teachers must hold a a content-specific junior high endorsement issued pursuant to subsection (b)(1)(A) or
 - B) Teachers must hold a content-specific middle school endorsement in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music) and the coursework identified in this subsection (b)(2)(B)(i) and (ii).
 - i) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing

the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction.

- ii) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services; or

C) Career and Technical Educators must have met the requirements identified under 1.730(b).

- 3) When a middle-grade teacher is assigned to deliver instruction in two or more areas (e.g., language arts and social science or mathematics and science), the teacher shall meet the requirements of this subsection (b)(1) or (2) for the major teaching assignment and have no fewer than 5 semester hours in each other subject taught. The "major teaching assignment" is the subject taught for more time than any other subject.

;

c) Requirements for Middle Grade Teachers

On or after February 1, 2018, any individual first assigned to teach in grade 7 or 8, whether departmentalized or self-contained, or in departmentalized grade 6 shall meet the requirements of 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8)) for the major teaching assignment and have no fewer than 6 semester hours in each other subject taught, subject to the exception stated in subsection (a) for assignment in self-contained grades 6 through 8. The requirements of this subsection (c) do not apply to individuals who are first endorsed in agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications; computer science; family and consumer sciences; health science technology; and technology education on or after February 1, 2018.

- 1) On or after February 1, 2018, no individual may be assigned to teach in departmentalized grades 6 through 8 unless he or she holds a professional educator license and:
 - A) holds a middle-grades endorsement applicable to the content area;
 - B) meets the relevant requirements of subsections (b) or (c);
 - C) has received an elementary endorsement issued pursuant to 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)) and has met the relevant requirements of subsection (c) of this Section on or before January 31, 2018; or
 - D) is assigned pursuant to 23 Ill. Adm. Code 25.430 (Short-Term Approval for Teachers at All Grade Levels).
 - E) meets the requirements of 1.737(a)(1) and 1.737(c).
- 2) By July 1, 2023, any teacher who is teaching by virtue of meeting the qualifications set forth in (b)(1)(B) or (C) of this section shall have a designation for the specific content area and grade range added to their ELIS accounts by their regional office of education.

(Source: Amended at 41 Ill. Reg. 14044, effective November 3, 2017)

Section 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 9-12 through June 30, 2004

. Each subsection of this Section applies only to secondary teachers in the respective content area.

The provisions of this Section are applicable to educators first assigned to teach in any of the grades 9-12 prior to July 1, 2004. All coursework requirements must be completed through a regionally accredited institution.

- a) The following assignment areas require 16 semester hours of coursework in the applicable content area.
 - 1) Agriculture, Food, and Natural Resources
 - 2) Art
 - 3) Business, Marketing, and Computer Education
 - 4) Business, Marketing, and Computer Education- Business Computer Programming
 - 5) Computer Applications
 - 6) Computer Science
 - 7) Dance
 - 8) Drama/Theatre Arts
 - 9) English Language Arts
 - 10) Family and Consumer Science
 - 11) Health Education
 - 12) Health Science
 - 13) Library Information Specialist
 - 14) Mathematics
 - 15) Music
 - 16) Physical Education
 - 17) Reading Teacher (also see 1.745)
 - 18) Reading Specialist (also see 1.745)
 - 19) Safety and Driver's Education
 - 20) Science
 - a. Biology
 - b. Chemistry
 - c. Earth and Space
 - d. Environmental
 - e. Physics
 - 21) Social Science
 - a. Economics
 - b. Geography
 - c. History

- d. Political Science
 - e. Psychology
 - f. Sociology and Anthropology
- 22) Technology Education
 - 23) Technology Specialist
 - 24) World Language (language specific)

b) Career and Technical Education

All instructional personnel and coordinators shall hold a valid professional educator license endorsed in a teaching field or an educator license with stipulations endorsed for career and technical education.

- 1) Instructional Personnel – The requirements for instructional personnel in the areas listed below is a minimum of 2,000 hours of employment experiences in the content area to be taught:
 - a. Arts and Communication; Finance and Business Services;
 - b. Health Science;s and Technology; Human and Public Services; Information Technology; and
 - c. Manufacturing, Engineering Technology, and Trades;
 - d. Hospitality and Tourism;
 - e. Personal Care Services;
 - f. Early Childhood Education;
 - g. Family and Consumer Sciences Occupational;
 - h. Law Enforcement;

- i. Fire Science;
- j. Legal Studies/Pre-Law;
- k. Architecture and Construction;
- l. Manufacturing;
- m. Transportation, Distribution, and Technology;
- n. STEM;
- o. Audio/Video/Film Technology;
- p. Visual and Design Arts
- q. Journalism and Broadcasting

2) Instructional personnel -- The requirements for instructional personnel in the areas of:

- a. Agriculture, Food, and Natural Resources;
 - b. Information Technology;
 - c. Finance and Business Services; and
 - d. Family and Consumer Sciences.
- 1. A minimum of 60 semester hours of postsecondary coursework.
 - 2. Content knowledge/occupational proficiency demonstrated by meeting one of the following criteria:
 - a. 16 semester hours of related postsecondary coursework;
 - b. A passing score on the ILTS or PRAXIS corresponding content exam;
 - c. 2,000 hours of verified experience in the content area within the last ten years; or
 - d. A minimum of three years full-time (51% or more of duties dedicated to teaching in the content area) postsecondary teaching experience in the corresponding content area(s) within the last ten years.

3) Instructional personnel – The additional requirements for instructional personnel, beyond those listed for occupational experience listed in this part include, in the area of Legal Studies/Pre-Law:

- a. A minimum of 60 semester hours of postsecondary coursework.
- b. Content knowledge proficiency demonstrated by completing 16 semester hours of related postsecondary coursework.
- c. Coursework requirements can be waived by the State Board of Education with the appropriate State or national industry license(s) or certification(s) that are both valid and current.
- d. For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is mandated.

4) Special Vocational Teacher Coordinator

In schools with cooperative courses to serve students with special needs, such as Work Experience and Career Exploration Program, vocationally reimbursed Special Education Cooperative Education, and STEP programs, the coordinator shall meet the requirements for specialized cooperative occupational education coordinators as shown in subsection (v)(2) (except that the 16 semester hours in occupational education shall be waived).

5) Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or preparation is regulated by law or licensure, compliance with those laws is required.

6) The requirements of this subsection (b) are not applicable to personnel employed prior to September 1, 1978.

(Source: Amended at 38 Ill. Reg. 11203, effective May 6, 2014)

(Repealed)

(Repealed)

Section 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004

- a) Beginning July 1, 2004, no teacher may be assigned to teach a particular content area in any of grades 9 through 12 unless he or she holds a professional educator license in a teaching field and:
 - 1) holds the applicable endorsement for the assignment (and, in the case of the educator license with stipulations endorsed for career and technical educator, an endorsement specific field to be taught, by completing the work experience required pursuant to subsection (c));
 - 2) met the requirements of Section 1.730 at a time when they were applicable to that assignment, as confirmed by the employing district's verification of the individual's qualifications in ELIS;
 - 3) is assigned pursuant to 23 Ill. Adm. Code 25.430 (Short-Term Approval for Teachers at All Grade Levels).
- b) By July 1, 2023, any teacher who is teaching by virtue of meeting the qualifications set forth in (a)(2) of this section shall have a designation for the specific content area and grade range added to their ELIS accounts by their regional office of education.
- c) Additional Requirements for Career and Technical Education
 - 1) Assignments to courses in career and technical education vary at the program level and are detailed in Appendix I. A district may, however, employ an individual who holds a professional educator license endorsed for the secondary grades with the appropriate career and technical education endorsement but who has not completed requirements to demonstrate occupational/work experience-in the occupational area to be taught, provided that the individual completes requirements within four years after the date of first assignment. The employing entity shall maintain records to substantiate this experience, which may include 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's instructors describing the work experience.
 - 2) A teacher who is eligible under this Section to provide skill-level instruction in a particular area shall also be eligible to serve as a

coordinator of either a specific workplace education program ~~or~~ provided that he or she has also met professional learning requirements set forth by the State Board of Education applicable to workplace learning.

- 3) A teacher serving as a coordinator of workplace education for special education students shall be required to meet the requirements for assignment as a special education teacher rather than those for assignment as a teacher of career and technical education and have met professional learning requirements set forth by the State Board of Education applicable to workplace learning.

(Source: Amended at 41 Ill. Reg. 14044, effective November 3, 2017)

(Repealed)

Section 1.745 Assignment of Reading Teachers and Reading Specialists

The "reading teacher" endorsement is valid only for teaching reading to students, while the "reading specialist" endorsement is valid not only for teaching reading to students but also for providing technical assistance and/or professional development to other teachers. Separate sets of standards and requirements govern the issuance of these two endorsements (see 23 Ill. Adm. Code 27.110 and 27.120, as well as 23 Ill. Adm. Code 25.100(g)).

(Source: Amended at 38 Ill. Reg. 11203, effective May 6, 2014)

(Repealed)

(Repealed)

Section 1.760 Standards for School Support Personnel Services

- a) School psychologists, school social workers, school counselors, speech-language pathologists (nonteaching) and school nurses, except as provided in subsection (c) of this Section, shall hold a professional educator license endorsed for school support personnel in their respective area.
- b) Registered Professional Nurse means any nurse who is licensed to practice professional nursing in Illinois in accord with the Nurse Practice Act [225 ILCS 65] and whose license is active and in good standing as determined by the Illinois Department of Financial and Professional Regulation.
- c) School Nurse means any registered professional nurse who holds a professional educator license endorsed for school support services in school nursing, or any registered professional nurse who does not hold the professional educator license but was employed in the school district of current employment before July 1, 1976. *School districts may employ noncertificated registered professional nurses to perform professional nursing services* [105 ILCS 5/10-22.23].
- d) School boards that employ school nurses shall be responsible for verifying that each person holds a valid nursing license and professional educator license except as provided in subsection (c) of this Section.
- e) School boards that employ one or more school nurses for the purpose of providing professional nursing services shall develop and keep on file a written job description defining the duties of their school nurses.
- f) Any job description prepared pursuant to subsection (e) of this Section will be accepted by the State Board of Education as complying with Section 10-22.23 of the School Code if it contains at least:
 - 1) the duty to provide registered professional nursing practice as defined in Section 50-10 of the Nurse Practice Act; and
 - 2) at least one or more additional duties as the school board shall select from subsection (g) of this Section.
- g) Additional duties of the school nurse shall include one or more of the following:
 - 1) assessment of health care needs through screening for deficits in vision, hearing, growth and development, immunization status, and other physical defects (e.g., orthopedic, malnutrition, asthma, metabolic disorders, blood pressure, obesity);

- 2) identifying student health problems, making referrals for their diagnosis, treatment and remediation, and providing follow-up for each referral;
- 3) recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students need special physical health care procedures to be provided at school;
- 4) establishing a communicable disease prevention and control program, including blood-borne pathogen control programs, in collaboration with State and local health departments and federal and State occupational safety and health agencies;
- 5) assessing the health status of students and providing health counseling (e.g., on diet, exercise) for students, parents and school staff;
- 6) processing physicians' orders, administering and monitoring medication and treatment given in school (subject to local policy regarding the administration of medication at school);
- 7) providing crisis intervention for students and/or staff in the advent of sudden illness or injury;
- 8) establishing an accident prevention program in collaboration with the district's administration;
- 9) acting as liaison between the home, school, community health agencies and the private medical sector;
- 10) participating in the identification, evaluation and placement of students into special education programs (e.g., as a referring agent, a consultant to parents, teachers and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education));
- 11) collecting and analyzing health-related data (e.g., immunization records, medical records, incidence of specific diseases), making recommendations based upon these data, and reporting the data to State agencies as may be required;
- 12) maintaining accurate school health records and ensuring the confidentiality of their contents in accordance with the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student

Records), and the Family Educational Rights and Privacy Act (20 USC 1232g);

- 13) carrying out other specified duties that the school nurse is qualified to perform, provided that the school nurse shall not provide instruction to students unless the nurse holds the appropriate teaching endorsement; however, this subsection (g)(13) does not preclude a school nurse from providing limited classroom instruction as may be requested by the licensed teacher on specific health or illness topics (e.g., asthma, HIV prevention, puberty);
 - 14) coordinating and managing student health through care management, including delegating nursing tasks included in the individual student health plan (e.g., screening tests, diabetes monitoring) to licensed and unlicensed persons, in accordance with the Nurse Practice Act; and
 - 15) providing instruction to or practicum experience for nursing students enrolled in community health/public health/pediatrics courses through a written agreement between the nursing education program and the school district.
- h) The duty to provide registered professional nursing practices, as defined in Section 50-10 of the Nurse Practice Act, shall not be included among the functions assigned to any school district personnel not covered by the job description required for school nurses.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.762 Supervision of Speech-Language Pathology Assistants

- a) Pursuant to Section 14-6.03 of the School Code [105 ILCS 5/14-6.03], school districts and cooperative entities may employ licensed speech-language pathology assistants (“SLPAs”). These individuals are required by that Section to serve under the supervision of experienced speech-language pathologists, who are further required by Section 3.5(b) of the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110/3.5(b)] to be licensed under that Act. Therefore, a school district or cooperative entity shall not assign a speech-language pathologist with a professional educator license issued under Article 21B of the School Code [105 ILCS 5/Art. 21B] but not licensed under the Illinois Speech-Language Pathology and Audiology Practice Act to supervise any SLPA.
- b) Except as provided in subsection (d) of this Section, a speech-language pathologist who supervises one or more SLPAs shall provide evidence of having completed training of at least ten hours' duration that was provided by an organization approved by the Illinois Department of Financial and Professional Regulation pursuant to the Department's rules titled "The Illinois Speech-Language Pathology and Audiology Practice Act" (68 Ill. Adm. Code 1465) and that addressed all the following topics:
 - 1) Establishing and maintaining effective working relationships;
 - 2) Ethical, legal, regulatory, and reimbursement aspects of the profession;
 - 3) Strategies for direct and indirect supervision (supervisory process and practices, effective use of assistants);
 - 4) Evaluating the performance of assistants;
 - 5) The scope of assistants' responsibility; and
 - 6) Instructing and assisting SLPAs with:
 - A) the execution of goals and objectives, data collection, and student outcomes,
 - B) standards and strategies for oral and written communication,
 - C) techniques, materials, and equipment utilized in the profession, and
 - D) the maintenance of records.

- c) In order to be eligible to supervise SLPAs, a speech-language pathologist shall provide to the employing district or cooperative a copy of a signed certificate of completion of the training furnished by the provider. The employing district or cooperative shall maintain this written evidence on file.
- d) A speech-language pathologist who supervises one or more SLPAs shall be exempt from the requirements of subsections (b) and (c) of this Section provided that he or she presents to the employing district or cooperative entity, and the employer maintains, written evidence demonstrating that the speech-language pathologist had acquired at least one full school year's experience in supervising paraprofessional speech-language pathology staff serving individuals of school age prior to January 1, 2003.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.770 Standards for Special Education Personnel

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

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.780 Standards for Teachers in Bilingual Education Programs

- a) No individual shall be assigned as a bilingual education teacher in prekindergarten, kindergarten or any of grades 1-12 unless he or she:
 - 1) holds a valid professional educator license endorsed in a content area for the grade levels of the students to be served and an endorsement for bilingual education that is specific to the language of instruction, issued pursuant to Section 1.781 of this Part; or
 - 2) holds a valid educator license with stipulations endorsed for transitional bilingual educator specific to the language of instruction, issued pursuant to 23 Ill. Adm. Code 25.90; or
 - 3) holds a valid educator license with stipulations endorsed for visiting international educator and the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i); or
 - 4) was employed in a State-approved bilingual education program prior to September 1, 1985 and continues to hold a valid professional educator license endorsed for the grade level or levels of the students to be served.
- b) No individual shall be assigned as a teacher of English as a Second Language (ESL) in prekindergarten, kindergarten or any of grades 1-6 unless he or she:
 - 1) holds a valid professional educator license endorsed for the grade levels of the students to be served and an endorsement for ESL or English as a New Language (ENL), issued pursuant to Section 1.782 of this Part; or
 - 2) holds a valid professional educator license endorsed for the grade levels of the students to be served and an endorsement for bilingual education or ENL with a language designation; or
 - 3) holds a valid educator license with stipulations endorsed for transitional bilingual educator issued pursuant to 23 Ill. Adm. Code 25.90; or
 - 4) holds a valid educator license with stipulations endorsed for visiting international educator and the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i); or

- 5) was employed in an approved bilingual education program prior to September 1, 1985 and continues to hold a valid professional educator license endorsed for the grade level or levels of the students to be served.
- c) No individual shall be assigned as a teacher of English as a Second Language in any of grades 7-12 unless he or she:
 - 1) holds a valid professional educator license endorsed for the grade levels of the students to be served and an endorsement for ESL or ENL, issued pursuant to Section 1.782 of this Part; or
 - 2) holds a valid educator license with stipulations endorsed for visiting international educator and the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).
- d) Additional requirements for teachers in grades 5 through 8 serving students with home languages other than English shall be as set forth in Section 1.720 of this Part.
- e) Additional requirements for teachers in State-supported early childhood programs serving students with home languages other than English shall be as set forth in 23 Ill. Adm. Code 228.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12

- a) Bilingual education teachers employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role and have exchanged that certificate for the appropriate educator license (see 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange)).
- b) On September 1, 1985 and thereafter, bilingual education teachers in State-approved bilingual education programs must meet one of the following requirements:
 - 1) Possess a valid educator license with stipulations endorsed for transitional bilingual educator issued in accordance with 23 Ill. Adm. Code 25.90.
 - 2) Possess a valid professional educator license endorsed for bilingual education when evidence is presented demonstrating that the following requirements have been met:
 - A) Verification of reading, writing, grammar skills, and speaking proficiency in the non-English language for which the endorsement or approval is sought (either graduating from an institution where the non-English language was the medium of instruction or through passage of the test of language proficiency in that language); and
 - B) 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months teaching experience in a bilingual education program:
 - i) Foundations of bilingual education,
 - ii) Assessment of the bilingual student,
 - iii) Methods and materials for teaching English learners (ELs) in bilingual programs,
 - iv) Methods and materials for teaching English as a Second Language, and

- v) Cross-cultural studies for teaching ELs
- 3) Hold a valid educator license with stipulations endorsed for visiting international educator and for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).
- 4) Hold a State Seal of Biliteracy awarded pursuant to Section 1.442(a) and (b) of this Part.

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

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

- a) Bilingual teachers currently teaching English as a Second Language and employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role and have exchanged that certificate for the appropriate educator license (see 23 Ill. Adm. Code 25.15 (Types of Licenses; Exchange)).
- b) On September 1, 1985 and thereafter, teachers of English as a Second Language in State-approved bilingual education programs must:
 - 1) Possess a valid professional educator license endorsed for special K-12 and for teaching English as a Second Language, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25 (Certification); or
 - 2) Possess a valid professional educator license endorsed for English as a Second Language when evidence is presented of having completed 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months experience teaching English as a Second Language:
 - A) Linguistics (including English and non-English phonology and syntax);
 - B) Theoretical foundations of teaching English as a Second Language;
 - C) Assessment of the bilingual student;
 - D) Methods and materials for teaching English as a Second Language; and
 - E) Cross-cultural studies for teaching LEP students; or
 - 3) Hold an educator license with stipulations endorsed for visiting international educator that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i).

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.783 Requirements for Administrators of Bilingual Education Programs

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

a) Transitional Bilingual Education

- 1) A person designated to administer a transitional bilingual education program shall:
 - A) hold the bilingual education endorsement issued pursuant to Section 1.781 of this Part; or
 - B) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part, with a language designation; or
 - C) present evidence of having completed 18 semester hours distributed among the following:
 - i) Foundations of bilingual education,
 - ii) Assessment of the bilingual student,
 - iii) Methods and materials for teaching ELs in bilingual programs,
 - iv) Methods and materials for teaching English as a Second Language, and
 - v) Cross-cultural studies for teaching ELs.
- 2) Either linguistics (including English and non-English phonology and syntax) or bilingualism and reading shall be required in instances in which the distribution of coursework among each of the five areas in subsection (a)(1)(C) of this Section does not total 18 semester hours.

b) Transitional Program of Instruction

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

- 1) hold the bilingual education endorsement issued pursuant to Section 1.781 of this Part; or
- 2) hold the English as a second language endorsement issued pursuant to Section 1.782 of this Part; or
- 3) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part; or
- 4) present evidence of having completed the coursework enumerated in subsection (a)(1)(C) of this Section, subject to the provision of subsection (a)(2).

(Source: Amended at 38 Ill. Reg. 6127, effective February 27, 2014)

Section 1.790 Substitute Teacher

- a) To serve as a substitute teacher, a person shall hold a valid substitute teaching license issued pursuant to Section 21B-20(3) of the School Code [105 ILCS 5].
 - 1) Any individual who holds a valid and active Illinois educator license and at least a bachelor's degree may serve as a substitute teacher without having to also hold the substitute teaching license.
 - 2) Any individual who may serve as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill. Adm. Code 25.100(k).
 - 3) Any individual who holds a valid career and technical educator or provisional career and technical educator endorsement on an educator license with stipulations but does not have a bachelor's degree may substitute teach in any career and technical education classroom. (See Section 21B-20(2)(E) and (F)) of the School Code.)
- b) A teacher holding a substitute teaching license may teach only in the place of a licensed teacher who is under contract with the employing board. (See Section 21B-20(3) of the School Code.)
- c) In accordance with Section 21B-20(3) of the School Code, there is no limit on the number of days that a substitute teacher may teach except that:
 - 1) A person who holds only a substitute teaching license may teach for no longer than 90 paid school days for any one licensed teacher who is under contract with the school district in any one school term.
 - 2) A person who holds a professional educator license or an educator license with stipulations endorsed for a teaching field may teach for no longer than 120 paid school days for any one licensed teacher who is under contract with the school district.
- d) A school district may employ a substitute teacher to fill a position when there is no licensed teacher under contract with the school district only in an emergency situation, as defined in Section 21B-20(3) of the School Code. Any substitute teacher hired under this subsection (d) shall work no more than 30 calendar days per each vacant position.

(Source: Amended at 42 Ill. Reg. 11512, effective June 8, 2018)

Section 1.APPENDIX A Professional Staff Educator Licensure

Types of Licenses and Endorsements

The following list identifies the educator licenses that, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools and the endorsements that are available on each of those licenses.

Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Professional Educator License				
Career and Technical Education Endorsement on a PEL (agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications; computer science; family and consumer sciences; health science technology; and technology education)	5-12	None	5	21B-20; 25.100
Elementary (No longer issued after August 31, 2018)	K-9	03	5	21B-20; 21B-25
Elementary (Beginning September 1, 2018)	1-6	03	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6))
Early Childhood (No longer issued after August 31, 2020)	Birth-Grade 3 (as endorsed)	04	5	21B-20; 21B-25

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Early Childhood (Beginning September 1, 2017)	Birth-Grade 2 (as endorsed)	04	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.96 (Endorsement for Early Childhood Education (Birth through Grade 2))
Junior High (No longer issued after June 30, 1997)	5-8 or 6-8	None		21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades)
Middle School (No longer issued after January 31, 2018)	5-8 or 6-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades)
Middle Grades (Beginning February 1, 2018)	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8))
Secondary	9-12	09	5	21B-20;21B-25
Special K-12	K-12 or PK-12	10	5	21B-20; 21B-25
Special Education (LBSI)(Beginning January 7, 2020)	K-21	None	5	21B-20; 21B-25
Special Education	PK-Age 21	10	5	21B-20; 21B-25
Principal	PreK-Age 21	75	5	21B-20; 21B-25(2)(B); 23 Ill. Adm. Code 25.337

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Superintendent	PreK-Age 21	75	5	21B-20; 21B-25(2)(D); 23 Ill. Adm. Code 25.360
Chief School Business Official on a Professional Educator License	PreK-Age 21	75	5	21B-20; 21B-25(2)(C); 23 Ill. Adm. Code 25.345 (Endorsement for Chief School Business Official)
Director of Special Education	PreK-Age 21	75	5	23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education)
Supervisory	PreK-Age 21	None	5	23 Ill. Adm. Code 25.497 (Supervisory Endorsements)
Teacher Leader	PreK-Age 21	None	5	21B-20; 21B-25(2)(E); 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement (Beginning September 1, 2012))
School Counselor	PK-Age 21;	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
School Nurse	PK-21	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
School Psychologist	PK-21	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
School Social Worker	PK-21	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
Speech Language Pathologist	PK-21	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)

Educator License with Stipulations				
Alternative Provisional Educator – Early Childhood	Birth-Grade 2	43 or 44	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60 (Alternative Educator Licensure Program for Teachers)
Alternative Provisional Educator – Elementary	1-6	22 or 23	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Alternative Provisional Educator – Secondary	9-12	24 or 25	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Alternative Provisional Superintendent (Beginning January 1, 2013)	PK-21	26	2 (No renewals)	21B-20(2)(C); 23 Ill. Adm. Code 25.311 (Alternative Route to Superintendent Endorsement)
Alternative Provisional Educator – Special	K-12 or PK-12	27	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 Ill. Adm. Code 25.60
Transitional Bilingual Educator	PK-12 Language Endorsed	29	5 (No renewals)	21B-20(2)(G); 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator)

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Career and Technical Educator	5-12	35	5	21B-20(2)(E); 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator)
Provisional Career and Technical Educator	5-12	36	5	21B-20(2)(F); 23 Ill. Adm. Code 25.72 (Endorsement for Provisional Career and Technical Educator)
Visiting International Educator – Special	K-12 or PK-12 Field Endorsed	50	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92 (Endorsement for Visiting International Educator)
Visiting International Educator – Elementary	1-6	53	5 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Visiting International Educator – Early Childhood	Birth-Grade 2	54	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Visiting International Educator – Secondary	9-12 Field Endorsed	59	3 (No renewals)	21B-20(2)(I); 23 Ill. Adm. Code 25.92
Chief School Business Official	PreK-21	None	5	21-B20(2)(K); 23 Ill. Adm. Code 25.345

Substitute License				
None	All	39	5	21B-20(3)

- * If endorsed for teaching, valid for subjects for which the individual is assignable under Section 1.710, 1.720, or 1.737.

(Source: Amended at 40 Ill. Reg. 12276, effective August 9, 2016)

Section 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review

Competency-Based High School Graduation Requirements Pilot Program Scoring Rubric

Strength of Local Commitment (20 Points)		Yes (5)	No (0)
Completion of chart of participating schools that includes signatures of school principals.			
Completion of chart of teachers participating in the implementation of the project.			
Completion of chart of the Planning and Implementation Committee that includes signatures of all participants.			
Completion of the plan for the local community college and an institution of higher education. Signatures from both entities are included.			
Demonstration of Prior Professional Development and Stakeholder Engagement (20 Points)	5 - 4	3 - 2	1 - 0
Description of how teachers have been engaged throughout the application development process.	Thorough description of how teachers were engaged throughout the process. Meeting details have been provided and give clear indication of teachers' role in the process and how they will be included during implementation of the plan.	Basic description of how teachers were engaged throughout the process. Some details have been provided about meetings that have occurred with teachers. Some details are included as to how teachers will be included during implementation of the plan.	No description or no relevant description was provided about meetings that have occurred with teachers. No description or no relevant description as to how teachers will be involved in implementation of plan.
Description of how the local community college and an institution of higher education	Thorough description of how both the local	Some description of how both the	No description or no relevant description was

other than a community college have been actively engaged throughout the application development process.	community college and an institution of higher education that is not a community college have been actively engaged throughout the process. Meeting details have been provided as well as how the entities will be included during implementation of the plan.	local community college and institution of higher education other than a community college have been actively involved in the process. No meeting information has been provided nor any details as to how the partnership will work in program implementation.	provided in the plan. One or both of the entities needed are missing from the plan. No indication has been given that the district is actively partnering with either entity.
Description of district's prior professional development and stakeholder engagement efforts to support successful development of application and implementation of the plan.	Thorough description of professional development and stakeholder engagement is included. There is a clear indication as to how the prior professional development will help with implementation of the plan. There is a clear indication of how stakeholders will be involved during implementation of the plan.	Basic description of professional development and stakeholder engagement is included. There is some indication as to how the prior professional development will help with implementation of the plan. There is some indication of how stakeholders will be involved in implementation of the plan.	No description or no relevant description of professional development and stakeholder engagement is included. There is no clear indication as to how the prior professional development will help with implementation of the plan. There is no clear indication of how stakeholders will be involved in implementation of the plan.

Description of community partners that will support the system's implementation.	Thorough description of community partnerships is included. There is a clear indication as to how the partnerships will help with implementation of the plan.	Some description of community partnerships is included. There is some indication as to how the partnerships will help with implementation of the plan.	No description or no relevant description of community partnerships is included. There is no clear indication as to how the partnerships will help with implementation of the plan.
Quality of Proposed Plan (50 Points)	5 - 4	3 - 2	1 - 0
Project Goals (10 points)			
The proposal identifies clear, realistic, measureable goals.	Goals are very clear, realistic and easily obtainable.	Goals are somewhat clear and realistic. There is some question as to whether a goal is obtainable.	Goals are either missing or they are not clear, realistic, or obtainable.
The goals clearly specify how student achievement will be impacted.	The goals clearly will significantly impact student achievement.	The goals will have some impact on student achievement.	The goals will have no significant impact on student achievement.
Project Narrative (25 points)			
The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.	The proposal clearly indicates that the project is based upon research, best practices, and district data collection.	There is some indication that the project is based upon research, best practices, and district data collection.	There is no indication that the project is based upon research, best practices, and district data collection.
The proposed implementation timeline is realistic and includes all major activities.	The implementation timeline is clear and realistic. All	The implementation timeline is somewhat	The implementation timeline is either missing

SUBTITLE A

SUBCHAPTER a

	major activities necessary for program success are easily found.	realistic. Some major activities necessary for program success are missing or are not easily found.	or isn't realistic. Significant portions of major activities necessary for program success are missing or no activities are found within the plan.
The proposed activities are likely to produce measurable results and improve student achievement.	The activities listed in the plan will clearly produce measurable results that significantly improve student achievement.	The activities listed in the plan should produce measurable results that will somewhat improve student achievement.	There are either no activities listed in the plan or those listed will not produce measurable results or any impact on student achievement.
The proposal provides a description of how it will meet all elements required to be included in the competency-based learning system.	The plan clearly indicates how it will meet all requirements included in the competency-based learning system.	The plan indicates how it will somewhat meet all requirements included in the competency-based learning system.	The plan does not indicate how it will meet all requirements included in the competency-based learning system.
The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools on the establishment and administration of the competency-based learning system.	The plan clearly indicates how the high schools will work with their feeder elementary schools.	The plan indicates somewhat how the high schools will work with their feeder elementary schools.	The plan does not indicate how the high schools will work with their feeder elementary schools.
Evaluation (15 points)			
The proposal includes a description of the process for evaluating the	An evaluation plan is included. It	An evaluation plan is included.	The evaluation plan is either

project, including a preliminary timeline for the collection of data. (Evaluation and Sustainability)	provides a clear process for evaluating the project. A clear timeline for data collection is included.	The process for evaluating the project is indicated, but has some missing pieces. A timeline for data collection is included, but has some missing pieces.	missing or isn't clear. The timeline for data collection is either missing or isn't clear.
The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.	The evaluation plan clearly indicates how data will be evaluated.	The evaluation plan has some indication as to how data will be evaluated.	The data portion of the evaluation plan is either missing or isn't clear.
The proposal provides a plan that creates multiple opportunities to share the results of the project with all stakeholders.	The evaluation plan clearly indicates how results of the project will be shared with all stakeholders. The plan includes more than three avenues to share results.	The evaluation plan provides some indication of how project results will be shared with all stakeholders. The plan provides one or two avenues to share results.	The evaluation plan provides little or no indication that results will be shared with all stakeholders.

Diversity Points (10 Points)
School District Type (Up to 2 points)
School District Size (Up to 2 points)
Geographical Location (Up to 2 points)
Plan Approach (e.g., one subject, multiple subjects, and types of subjects) (Up to 4 points)

(Source: Former Section repealed at 31 Ill. Reg. 5116, effective March 16, 2007; new Section added at 41 Ill. Reg. 4430, effective April 5, 2017)

Section 1.APPENDIX C Glossary of Terms (Repealed)

(Source: Repealed at 28 Ill. Reg. 8486, effective June 1, 2004)

Section 1.APPENDIX D State Goals for Learning

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

**ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at <http://www.corestandards.org/the-standards>. No later amendments to or editions of these standards are incorporated by this Section.

WORLD LANGUAGES

The applicable standards shall be the World-Readiness Standards for Learning Languages. 4th ed. (2015) published by the National Standards Collaborative Board, 1001 N. Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

The science goals and standards set forth below shall be applicable through the 2015-16 school year. Beginning in the 2016-17 school year, there are no State Goals for Learning in this area

and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at <http://www.nextgenscience.org/>. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

Beginning in the 2017-18 school year, there are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect.

Through the 2016-17 School Year

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

Understand the development of United States political ideas and traditions. (NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time. (NOTE: Not applicable to kindergarten.)

Standards Beginning in the 2017-18 School Year

The Social Science Standards consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired.

Inquiry Standards

Kindergarten and Grades 1 and 2

Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Explore facts from various sources that can be used to answer the developed questions.

Gather information from one or two sources with guidance and support from adults and/or peers.

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom.

Grades 3-5

Develop essential questions and explain the importance of the questions to self and others.

Create supporting questions to help answer the essential questions in an inquiry.

Determine sources representing multiple points of view that will assist in answering the essential questions.

Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

Develop claims using evidence from multiple sources to answer essential questions.

Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.

Identify a range of local problems and some ways in which people are trying to address these problems.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom and school.

Grades 6-8

Create essential questions to help guide inquiry about a topic.

Ask essential and focusing questions that will lead to independent research.

Determine sources representing multiple points of view that will assist in organizing a research plan.

Determine the value of sources by evaluating their relevance and intended use.

Determine the credibility of sources based upon their origin, authority and context.

Gather relevant information from credible sources and determine whether they support each other.

Appropriately cite all the sources used.

Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

Construct explanations using reasoning, correct sequencing, examples and details, while acknowledging their strengths and weaknesses.

Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

Critique the structure and credibility of arguments and explanations (self and others).

Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Assess individual and collective capacities to take action to address problems and identify potential outcomes.

Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

Address essential questions that reflect an enduring issue in the field.

Explain how supporting questions contribute to inquiry.

Develop new supporting and essential questions through investigation, collaboration and using diverse sources.

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context and corroborative value of the sources.

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Articulate explanations and arguments to a targeted audience in diverse settings.

Use interdisciplinary lenses to analyze the causes and effects of, and identify solutions to, local, regional or global concerns.

Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns, and take action in or out of school.

Civics Standards

Kindergarten

Describe roles and responsibilities of people in authority.

Explain the need for and purposes of rules in various settings, inside and outside of the school.

Grade 1

Explain how all people, not just official leaders, play important roles in a community.

Identify and explain how rules function in various settings, inside and outside of the school.

Grade 2

Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, collecting taxes).

Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

Grade 3

Describe ways in which interactions among families, workplaces, voluntary organizations and government benefit communities.

Explain how groups of people make rules to create responsibilities and protect freedoms.

Compare procedures for making decisions in the classroom, school and community.

Describe how people have tried to improve their communities over time.

Grade 4

Distinguish the responsibilities and powers of government at the local, State and national levels.

Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Identify core civic virtues, such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives, and democratic principles, such as equality, freedom, liberty and respect for individual rights, that guide Illinois and the United States.

Explain how rules and laws change society and how people change rules and laws in Illinois.

Grade 5

Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

Examine the origins and purposes of rules, laws and key U.S. constitutional provisions.

Compare the origins, functions and structure of different systems of government.

Explain how policies are developed to address public problems.

Grades 6-8

Identify roles played by citizens, for example, voters, jurors, taxpayers, military, protesters and officeholders.

Describe the origins, purposes and impact of constitutions, laws, treaties and international agreements.

Describe the roles of political, civil and economic organizations in shaping people's lives.

Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.

Evaluate the powers and responsibilities of citizens, political parties, interest groups and the media.

Analyze the powers and limits of governments, public officials and bureaucracies at different levels in the United States and other countries.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Explain the connection between interests and perspectives, civic virtues and democratic principles when addressing issues in government and society.

Apply civic virtues and democratic principles in school and community settings.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Critique deliberative processes used by a wide variety of groups in various settings.

Determine whether specific rules and laws (both those that are in effect and proposed) resolve the problems they were meant to address.

Analyze the purposes, implementation and consequences of public policies in historic and contemporary settings.

Develop procedures for making decisions in historic and contemporary settings, such as the school, civil society, or local, state or national government.

Grades 9-12

Distinguish the rights, roles, powers and responsibilities of individuals and institutions in the political system.

Evaluate the opportunities and limitations of participation in elections, voting and the electoral process.

Analyze the impact of constitutions, laws and agreements on the maintenance of order, justice, equality and liberty.

Explain how the U.S. Constitution established a system of government that has powers, responsibilities and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights and human rights.

Describe how political parties, the media and public interest groups both influence and reflect social and political interests.

Describe the concepts and principles that are inherent to American constitutional democracy.

Analyze how individuals use and challenge laws to address a variety of public issues.

Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

Explain and give examples of when choices are made that something else is given up.

Describe the skills and knowledge required to produce certain goods and services.

Explain how people earn pay or income in exchange for work.

Grade 2

Demonstrate how our choices can affect ourselves and others in positive and negative ways.

Explain the role of money in making exchange easier.

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Explain that money can be saved or spent on goods and services.

Grade 3

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Generate examples of the goods and services that governments provide.

Describe the role of banks and other financial institutions in an economy.

Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

Grade 4

Explain how profits reward and influence sellers.

Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

Explain that income can be saved, spent on goods and services, or used to pay taxes.

Grade 5

Analyze why and how individuals, businesses and nations around the world specialize and trade.

Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

Determine the ways in which government pays for goods and services it provides.

Explain that interest is the price the borrower pays for using someone else's money.

Grades 6-8

Explain how economic decisions affect the well-being of individuals, businesses and society.

Explain how external benefits and costs influence choices.

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Analyze the role of innovation and entrepreneurship in a market economy.

Describe the roles of institutions, such as corporations, non-profit organizations and labor unions, in a market economy.

Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit and foreign currencies.

Explain why standards of living increase as productivity improves.

Explain barriers to trade and how those barriers influence trade among nations.

Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

Analyze the relationship among skills, education, jobs and income.

Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

Explain the correlation among investors, investment options (and associated risks) and income/wealth.

Describe the connection among credit, credit options, interest and credit history.

Analyze the relationship among financial risks and protection, insurance and costs.

Grades 9-12

Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.

Evaluate how much competition exists within and among sellers and buyers in specific markets.

Evaluate the effectiveness of government policies to improve market outcomes, address inequality or reduce inefficiencies.

Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.

Use data and economic indicators to analyze past and current states of the economy and predict future trends.

Describe how government policies are influenced by and have an impact on a variety of stakeholders.

Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

Analyze the role of comparative advantage in global trade of goods and services.

Explain how globalization trends and policies affect social, political and economic conditions in different nations.

Analyze the costs and benefits of various strategies to increase income.

Explain how to make informed financial decisions by collecting information, planning and budgeting.

Explain how time, interest rates and inflation influence saving patterns over a lifetime.

Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest.

Evaluate risks and rates of return of diversified investments.

Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.

Geography Standards

Kindergarten

Explain how weather, climate and other environmental characteristics affect people's lives.

Identify and explain how people and goods move from place to place.

Grade 1

Construct and interpret maps and other representations to navigate a familiar place.

Grade 2

Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Identify some cultural and environmental characteristics of your community and compare to other places.

Explain how people in your community use local and distant environments to meet their daily needs.

Grade 3

Locate major landforms and bodies of water on a map or other representation.

Compare how people modify and adapt to the environment and culture in their community to other places.

Show how the consumption of products connects people to distant places.

Grade 4

Construct and interpret maps of Illinois and the United States using various media.

Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Describe some of the current movements of goods, people, jobs or information to, from or within Illinois, and explain the reasons for the movements.

Grade 5

Investigate how the cultural and environmental characteristics of places within the United States change over time.

Describe how humans have utilized natural resources in the United States.

Compare the environmental characteristics of the United States to other world regions.

Analyze the effects of specific catastrophic and environmental events, as well as technological developments, that have affected the United States and compare those to other places.

Grades 6-8

Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

Explain how humans and their environment affect one another.

Compare and contrast the cultural and environmental characteristics of different places or regions.

Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Explain how environmental characteristics affect human migration and settlement.

Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

Identify how cultural and environmental characteristics vary among regions of the world.

Explain how global changes in population distribution patterns affect changes in land use.

Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Grades 9-12

Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

Analyze and explain how humans affect and interact with the environment and vice versa.

Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics and migration.

Analyze how historical events and the diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of the human population.

Evaluate how economic activities and political decisions affect spatial patterns within and among urban, suburban and rural regions.

Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses.

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

Compare life in the past to life today.

Explain the significance of the national holidays of the United States, and the heroism and achievements of the people associated with them.

Grade 1

Create a chronological sequence of multiple events.

Describe individuals and groups who have shaped a significant historical change.

Compare perspectives of people in the past to those of people in the present.

Grade 2

Summarize changes that have occurred in the local community over time.

Compare individuals and groups who have shaped a significant historical change.

Explain how different kinds of historical sources, such as written documents, objects, artistic works and oral accounts, can be used to study the past.

Grade 3

Create and use a chronological sequence of events.

Describe how significant people, events and developments have shaped students' own community and region.

Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Grade 4

Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Explain probable causes and effects of events and developments in Illinois history.

Grade 5

Create and use a chronological sequence of related events to compare developments that happened at the same time.

Use information about a historical source, including the maker, date, place of origin, intended audience and purpose, to judge the extent to which the source is useful for studying a particular topic.

Explain probable causes and effects of events and developments in U.S. history.

Grades 6-8

Classify a series of historical events and developments as examples of change and/or continuity.

Analyze connections among events and developments in broader historical contexts.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Explain how and why perspectives of people have changed over time.

Analyze multiple factors that influenced the perspectives of people during different historical eras.

Analyze how people's perspectives influenced what information is available in the historical sources they created.

Classify the kinds of historical sources used in a secondary interpretation.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin and intended audience for historical sources when this information is not easily identified.

Explain multiple causes and effects of historical events.

Compare the central historical arguments in secondary works across multiple media.

Organize applicable evidence into a coherent argument about the past.

Grades 9-12

Evaluate how historical developments were shaped by time and place, as well as broader historical contexts.

Analyze change and continuity within and across historical eras.

Evaluate the methods used by people and institutions to promote change.

Analyze how people and institutions have reacted to environmental, scientific and technological challenges.

Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

Analyze the concept and pursuit of the "American Dream".

Identify the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Analyze the relationship between historical sources and the secondary interpretations made from them.

Analyze the causes and effects of global conflicts and economic crises.

Analyze multiple and complex causes and effects of events in the past.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Standards for Anthropology, Psychology and Sociology Apply to Grades 9-12 Only

Anthropology Standards

Analyze the elements of culture and explain the factors that shape these elements differently around the world.

Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

Identify scientific methodologies utilized in psychological research.

Evaluate the conclusions made by psychological research, including ethical concerns.

Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

Identify and apply psychological thinking to personal and societal experiences and issues.

Apply psychological knowledge to one's daily life.

Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

Identify and apply the sociological perspective and a variety of sociological theories.

Analyze the impact of social structure, including culture, institutions and societies.

Hypothesize how primary agents of socialization influence the individual.

Describe the impact of social relationships on the self, groups and socialization processes.

Explain the social construction of self and groups and their impact on the life changes of individuals.

Analyze the impact of stratification and inequality on groups and the individuals within them.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and movement patterns.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families and communities.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual, family and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

The fine arts goals and standards set forth below shall be applicable through the 2017-18 school year.

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Beginning in the 2018-19 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

Discipline: Visual Arts

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understandings

Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Process: Creating – Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places and designs that define, shape, enhance and empower their lives.

Process: Creating – Reflect, Refine, Continue

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Presenting – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Artists and other presenters consider various technologies, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

Process: Presenting – Analyze

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Artists, curators and others consider a variety of factors and methods, including evolving techniques, when preparing and refining artwork for display or when deciding if and how to preserve and protect artwork.

Process: Presenting – Share

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Objects, artifacts and artworks collected, preserved or presented by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences, resulting in the cultivation of appreciation and understanding.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understandings

Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.

Visual imagery influences understanding of and responses to the world.

Process: Responding – Analyze

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

People gain insights into meanings of artworks by engaging in the process of art criticism.

Process: Responding – Interpret

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

People evaluate art based on various criteria.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Discipline: Music

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Creative choices are influenced by one's expertise, context and expressive intent.

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

People evaluate and refine their work through openness to new ideas, persistence and the application of the appropriate criteria.

Process: Performing

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Performers' interest in and knowledge of musical works, context for performance and understanding of their own musicianship influence the selection of repertoire.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

To express their musical idea, performers analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Performers judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.

Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Individuals choose music based on their interests, experiences, musical understanding and the musical work's purpose.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation, and teacher- or student-established criteria.

Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Performers connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Understanding connections to varied contexts and daily life enhances one's creating, performing and responding.

Discipline: Dance

Process: Creating – Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Process: Creating – Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Process: Creating – Revise

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Choreographers analyze, evaluate, refine and document their work to communicate meaning.

Process: Performing – Express

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Body, space, time and energy are the basic elements of dance.

Process: Performing – Embody

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Process: Performing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Dance performance is an interaction among choreographer, performer, production elements and audience that heightens and amplifies artistic intention.

Process: Responding – Analyze

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure and context.

Process: Responding – Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Criteria for evaluating dance vary across genres, styles and cultures.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning in dance.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.

Discipline: Theater

Process: Creating – Envision, Conceptualize

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Theater artists rely on intuition, curiosity and critical inquiry.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Theater artists work to discover different ways of communicating meaning.

Process: Creating – Rehearse

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Theater artists refine their work and practice their craft through rehearsal.

Process: Performing – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Theater artists make strong choices to convey meaning effectively.

Process: Performing – Prepare

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Theater artists develop personal processes and skills for a performance or design.

Process: Performing – Share, Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Theater artists share and present stories, ideas and envisioned worlds to explore human experience.

Process: Responding – Reflect

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Theater artists reflect to understand the impact of drama processes and theater experiences.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Theater artists apply criteria to investigate, explore and assess drama and theater work.

Process: Connecting – Empathize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

Process: Connecting – Interrelate, Research

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.

Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Discipline: Media Arts

Process: Creating – Conceive

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Media arts ideas, works and processes are shaped by the imagination, creative processes and experiences, both within and outside the arts.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Media artists plan, organize and develop creative ideas, plans and models into process structures that can effectively realize the artistic idea.

Process: Creating – Construct

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Media artists develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Producing – Integrate

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Media artists make choices about how and to whom their work is presented.

Process: Producing – Practice

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Process: Producing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Media artists purposefully present, share and distribute media artworks for various contexts.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Media artworks can be appreciated and interpreted through analyzing their components.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Interpretation and appreciation require engagement with the content, form and context of media artworks.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating and producing media artworks.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal and cultural experiences affect and are affected by how media artworks are made and interpreted.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values and various contexts.

(Source: Amended at 43 Ill. Reg. 3792, effective February 28, 2019.)

**Section 1.APPENDIX E Evaluation Criteria – Student Performance and School
Improvement Determination (Repealed)**

(Source: Repealed at 22. Ill. Reg. 22233, effective December 8, 1998)

Section 1.APPENDIX F Criteria for Determination– Student Performance and School Improvement (Repealed)

(Source: Repealed at 22. Ill. Reg. 22233, effective December 8, 1998)

Section 1.APPENDIX G Criteria for Determination– State Assement (Repealed)

(Source: Repealed at 22. Ill. Reg. 22233, effective December 8, 1998)

**Section 1.APPENDIX H GUIDANCE AND PROCEDURES FOR SCHOOL DISTRICTS
IMPLEMENTING THE ILLINOIS GLOBAL SCHOLAR CERTIFICATE****DETERMINING GLOBALLY-FOCUSED COURSES**

Though many school districts may offer courses listed in the subject areas described in Section 1.443(a)(1)(E), courses and subjects other than those listed in that subsection may qualify as globally-focused. Other courses, such as those in family and consumer science, the arts, health, mathematics and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and cultural diversity are incorporated. School districts shall consider the following criteria in determining which courses should be considered globally-focused:

Globally-focused courses require students to:

- 1) investigate the world;
- 2) recognize the perspectives of self and others;
- 3) communicate ideas to diverse audiences; and
- 4) take action to improve conditions locally and globally.

These requirements, developed in consultation with the Council for Chief State School Officers, reflect the four established domains of global competence and closely follow both the Partnership for 21st Century Skills objectives and national learning standards adopted by the State of Illinois. School districts and GSCs working to determine which courses qualify as globally-focused should consider the following questions:

Question 1: Does the course require students to investigate the world?

Courses selected for inclusion as part of a school district's globally-focused course offerings should promote content and skills that provide students the means to understand the world beyond their immediate environment.

Question 2: Does the course provide opportunities for students to recognize their own perspectives in relationship to the perspectives of others?

Courses selected for inclusion as part of a school district's globally-focused course offerings should provide students with opportunities to demonstrate a clear and accurate understanding of the perspectives of other people, groups or scholars. The courses should also incorporate complex analyses of how varying perspectives influence human interactions and how this affects people's understandings of a situation, event, issue or phenomenon.

Question 3: Does the course prepare students to communicate ideas to diverse audiences?

Though not all courses selected for the certificate will prepare students to collaborate and communicate with diverse groups, the courses should include assignments, activities and/or projects that prepare students to engage in this type of collaboration and communication in preparation for the capstone project.

Question 4: Does the course provide opportunities to act upon global issues and concerns?

Though not all courses selected for the certificate need to include organized opportunities for students to engage directly in collaborative action resulting in local, regional or global improvements, the courses should encourage students to consider how the action might be executed. Moreover, school districts are encouraged to embed global service learning opportunities within coursework and co-curricular activities as these opportunities are requirements for the certificate.

Qualifying Courses

Content/subjects taught within high school offerings in the following subjects are likely to meet these requirements as course content cannot be effectively taught without a global perspective.

- International economics, international business or global marketing
- International or foreign affairs
- World history/non-U.S. history
- World geography
- Comparative cultures, comparative religions, comparative government
- Science, technology and engineering courses with global application/perspective
- World languages
- Literature of another country, region or culture
- World art and world music appreciation

Though many high schools offer courses in these subject areas, the subject areas listed above are not the only courses that may qualify as globally-focused. Other courses, such as those in family consumer science, the arts, mathematics, health and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and diversity is incorporated. The examples identified in the following chart, though not exhaustive,

are provided to give guidance to school districts and GSCs seeking to determine if a course investigates the world.

Examples of Courses with Insufficient and Sufficient Depth	
Insufficient Depth	Sufficient Depth
Students create an artistic piece or performance inspired by another culture.	Students interpret, create and/or evaluate a global issue through an artistic medium.
Students prepare food from another part of the world or another culture.	Students prepare food from another part of the world or another culture and consider the production and preparation of food in relation to local cultures, health, sustainability, etc.
Students use datasets from another country or culture to illustrate a concept.	Students evaluate and use appropriate mathematical tools to investigate a global issue or derive additional information using mathematical methodologies.
Students use examples of agricultural management, finance, marketing and/or the foundations of crop and livestock production in a unit on the global marketplace.	Students learn about agricultural management, finance, marketing and the foundations of crop and livestock production by comparing a variety of agricultural practices found around the world and examine the complex global interrelationships that exist in the global agricultural industry.
Students learn about epidemics/disease, health care practices and/or prevention measures through case studies in other parts of the world.	Students learn about global epidemics/disease, health care practices and/or prevention measures through a comparative epidemiological analysis incorporating diverse global contexts.

Other Considerations Related to Coursework

School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequence of courses) in global studies or world languages, while another district may develop defined global pathways in STEM, world language or fine arts. These options, or others, may be added at the discretion of the school district, provided students fully complete all four of the overarching requirements needed to earn the Illinois Global Scholar Certificate, including the requirement that each student complete eight globally-focused courses. In addition, school districts having limited course offerings may approve specific summer or online coursework, so long as that coursework has been deemed credit bearing by an ISBE approved institution.

GUIDANCE FOR DETERMINING SERVICE LEARNING

Service learning opportunities selected by students and GSCs to fulfill this requirement should be tied with globally-focused coursework, co-curricular activities oriented toward global service, and/or the student's capstone research project. In addition, selected service learning opportunities should adhere to the following guidelines for service learning found in the K-12 Service Learning Standards for Quality Practice developed by the National Youth Leadership Council:

- Actively engage and educate the local community in meaningful globally-focused service activities that promote understanding of diversity and mutual respect among all participants.
- Allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience.
- Be designed with sufficient duration and intensity to address community needs within a global context.
- Engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use the results for improvement and sustainability.
- Incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society and the world.

PURPOSE OF PRIORITY STANDARDS OF THE GLOBAL SCHOLAR CAPSTONE PERFORMANCE-BASED ASSESSMENT

The purpose of the Illinois Global Scholar Capstone Performance-based Assessment is to ensure the high level of knowledge and skills possessed by the students applying for this recognition. Students will engage in a process of inquiry with required components and products, demonstrating mastery of designated national learning standards and standards for global competence. The process in which students are expected to engage and the products students are expected to create must provide the opportunity for students to demonstrate mastery. Transparency of the alignment of assessment to standards provides a more valid picture of students' knowledge and skills.

The Assessment shall align with the following four priority standards:

- i) Students develop compelling questions and plan inquiries.

- ii) Students communicate ideas effectively with diverse audiences.
- iii) Students translate their ideas and findings into an appropriate plan of action to improve conditions based on the global issue or concern.
- iv) Students engage in appropriate and informed actions to address or potentially improve conditions based on an analysis of a global issue/concern.

(Source: Added at 41 Ill. Reg. 4430, effective April 5, 2017)

**Section 1.APPENDIX I CAREER AND TECHNICAL EDUCATION COURSE
ASSIGNABILITY BY TEACHING ENDORSEMENT AND PROGRAM AREA**

CTE Licensing Endorsement	CTE Program	Course Assignability
Business Management (FBS)	• Business Management & Administration (52.0201) • Entrepreneurship/Entrepreneurial Studies (52.0701) • Human Resources Management/Personnel Administration (52.1001) • Administrative Assistant and Secretarial Sciences (52.0401)	• All courses in programs listed (52.0201; 52.0701; 52.1001; 52.0401)
Finance (FBS)	• Finance, General (52.0801) • Accounting (52.0301)	• All courses in programs listed (52.0801; 52.0301)
Marketing (FBS)	• Marketing (52.1401)	• All courses in programs listed (52.1401)
Information Technology (IT)	• Computer Programming/Programmer, General (11.0201) • Computer Science (11.0701) • Web Page, Digital/Multimedia and Information Resources Design (11.0801) • Computer Networking (11.0901)	• All courses in programs listed (11.0201; 11.0701; 11.0801; 11.0901)
Agriculture, Food, and Natural Resources (AFNR)	• Biotechnology Systems (01.0000) • Agribusiness Systems (01.0101) • Power, Structural and Technical Systems (01.0201) • Plant Systems (01.0601) • Food Products and Processing Systems (01.0401) • Animal Systems (01.0901) • Environmental Service Systems (15.0507) • Natural Resource Systems (03.0101)	• All courses in programs listed (01.000; 01.0101; 01.0201; 01.0601; 01.0401; 01.0901; 15.0507; 03.0101)
Cosmetology (HPS)	• Cosmetology/Cosmetologist, General (12.0401)	• All courses in program (12.0401)
Barbering (HPS)	• Barbering/Barber (12.0402)	• All courses in program (12.0402)

SUBTITLE A

SUBCHAPTER a

Nail Technician (HPS)	Nail Technician/Specialist and Manicurist (12.0410)	All courses in program (12.0410)
Hospitality & Tourism (HPS)	- Tourism and Travel Services Management (52.0903) - Hotel/Motel Management (52.0904) - Parks, Recreation, and Leisure Facilities Management (31.0301)	All courses in programs listed (52.0903; 52.0904; 31.0301)
Family and Consumer Science—Work and Family Studies (HPS)	Work and Family Studies (19.1001)	- All Orientation and Introductory courses for the following programs listed (19.1001; 19.0702; 19.0709; 44.0701) - All courses in program (19.1001)
Family and Consumer Science—Adult Development and Aging (HPS)	Adult Development and Aging (19.0702)	- All Orientation and Introductory courses for the following programs listed (19.1001; 19.0702; 19.0709; 44.0701) - All courses in program (19.0702) - All courses in Work and Family Studies (19.1001)
Family and Consumer Science—Child Care Provider (HPS)	Child Care Provider (19.0709)	- All Orientation and Introductory courses for the following programs listed (19.1001; 19.0702; 19.0709; 44.0701) - All courses in program (19.0709) - All courses in Work and Family Studies (19.1001)
Family and Consumer Science—Social Work (HPS)	Social Work (44.0701)	- All Orientation and Introductory courses for the following programs listed (19.1001; 19.0702; 19.0709; 44.0701) - All courses in program (44.0701) - All courses in Work and Family Studies (19.1001)
Education & Training (HPS)	Education, General (13.0101)	- All courses in program listed (13.0101) - All courses in Work and Family Studies (19.1001)
Early Childhood Education (HPS)	Early Childhood Education and Training (13.1210)	- All courses in program listed (13.1210) - All courses in Child Care Provider (19.0709)

		All courses in Work and Family Studies (19.1001)
Family and Consumer Science—Foods, Nutrition and Culinary Arts (HPS)	- Foods, Nutrition, and Wellness Studies (19.0501) - Cooking and Related Culinary Arts (12.0500)	All courses in programs listed (19.0501; 12.0500)
Family and Consumer Science—Fashion and Environmental Design	- Housing and Human Environments, General (19.0601) - Apparel and Textile, General (19.0901)	All courses in programs listed (19.0601; 190901)
Legal Studies/Pre-Law (HPS)	Legal Assistant/Paralegal (22.0302)	All courses in program listed (22.0302)
Fire Science (HPS)	Fire Science/Firefighting (43.0203)	- All courses in program listed (43.0203) - All courses in Public Administration (44.401)
Law Enforcement (HPS)	Criminal Justice/Police Science (43.0107)	- All course in program listed (43.0107) - All courses in Security and Loss Prevention Services (43.0109) - All courses in Public Administration (43.0401)
Security (HPS)	Security and Loss Prevention Services (43.0109)	All courses in program listed (43.0109)
Public Administration (HPS)	Public Administration (44.0401)	All courses in program listed (44.0401)
Health Science (HST)	Health Services/Allied Health/Health Sciences (51.0000)	- All courses in Health Services/Allied Health/Health Sciences (51.0000) - All orientation and introductory courses in programs listed (51.0000; 51.0601; 51.0703; 51.0713; 51.0801; 51.0805; 51.0902; 51.0904; 51.0913; 51.2605; 51.1004; 51.1009; 51.3902)
Dental Assistant (HST)	Dental Assisting/Assistant (51.0601)	- All courses in program listed (51.0601) - All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Health Unit Coordinator (HST)	Health Unit Coordinator/Ward Clerk (51.0703)	All courses in program listed (51.0703)

		• All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Medical Coding (HST)	• Medical Insurance Coding Specialist/Coder (51.0713)	• All courses in program listed (51.0713) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Medical Assistant (HST)	• Medical/Clinical Assistant (51.0801)	• All courses in program listed (51.0801) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Pharmacy Technician (HST)	• Pharmacy Technician/Assistant (51.0805)	• All courses in program listed (51.0805) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703) • All courses in Medical Insurance Coding Specialist/Coder (51.0713) for State approved programs only, not National accreditation.
ECG Technician (HST)	• Electro-Cardiograph Technologist/Technician (51.0902)	• All courses in program listed (51.0902) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703)
EMT-Basic (HST)	• Emergency Medical Technology/Technician (51.0904)	• All courses in program listed (51.0904) • All courses in Health Services/Allied Health/Health Sciences (51.0000)

		• All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Athletic Trainer (HST)	• Athletic Training/Trainer (51.0913)	• All courses in program listed (51.0913) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Physical Therapy Aide (HST)	• Physical Therapy Technician/Aide (51.2605)	• All courses in program listed (51.2605) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703) • All courses in Athletic Training/Trainer (51.0913)
Biotechnology (HST)	• Clinical/Medical Laboratory Technician (51.1004)	• All courses in program listed (51.1004) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703)
Phlebotomist (HST)	• Phlebotomy Technician/Phlebotomist (51.1009)	• All courses in program listed (51.1009) • All courses in Health Services/Allied Health/Health Sciences (51.0000) • All courses in Health Unit Coordinator/Ward Clerk (51.0703) • All courses in Clinical/Medical Laboratory Technician (51.1004)
Certified Nursing Assistant (HST)	• Nursing Assistant/Aide and Patient Care Assistant/Aide (51.3902)	• All courses in program listed (51.3902) • All courses in programs (51.0000; 51.0703; 51.0713; 51.0805; 51.1004; 51.1009) • All courses in 51.0801 and 51.0902 for State approved programs only, not National accreditation.

Health Science Foundational (HST)	• Health Services/Allied Health/Health Sciences (51.0000) • Dental Assisting/Assistant (51.0601) • Health Unit Coordinator/Ward Clerk (51.0703) • Medical Insurance Coding Specialist/Coder (51.0713) • Medical/Clinical Assistant (51.0801) • Pharmacy Technician/Assistant (51.0805) • Electro-Cardiograph Technologist/Technician (51.0902) • Emergency Medical Technology/Technician (51.0904) • Athletic Training/Trainer (51.0913) • Physical Therapy Technician/Aide (51.2605) • Clinical/Medical Laboratory Technician (51.1004) • Phlebotomy Technician/Phlebotomist (51.1009) • Nursing Assistant/Aide and Patient Care Assistant/Aide (51.3902)	• All orientation and introductory courses in program listed (51.0000; 51.0601; 51.0703; 51.0713; 51.0801; 51.0805; 51.0902; 51.0904; 51.0913; 51.2605; 51.1004; 51.1009; 51.3902)
STEM & Energy Systems (METT)	• Engineering Technology, General (15.0000) • Energy Systems Technology/Technician (15.1701)	• All courses in programs listed (15.0000; 15.1701)
Graphic Communications (A&C)	• Graphic Communications (10.0301)	• All courses in program listed (10.0301)
Photography (A&C)	• Commercial Photography (50.0406)	• All courses in program listed (50.0406)
Audio and Video Broadcasting (A&C)	• Radio and Television Broadcasting Technology/Technician (10.0202)	• All courses in program listed (10.0202)
Architecture and Construction—Drafting and Design (METT)	• Drafting and Design Technology/Technician (15.1301)	• All courses in program listed (15.1301)
Architecture and Construction—Electrician (METT)	• Electrician (46.0302)	• All courses in program listed (46.0302)
Architecture and Construction—Building Maintenance (METT)	• Building/Property Maintenance (46.0401)	• All courses in program listed (46.0401) • All courses in Electrician (46.0302)

		All courses in Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (47.0201)
Architecture and Construction—HVAC (METT)	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (47.0201)	- All courses in program listed (47.0302) - All courses in Sheet Metal Technology/Sheet-working (48.0506)
Architecture and Construction—Heavy Equipment Technology(METT)	Heavy Equipment Technology/Technician (47.0302)	All courses in program listed (47.0302)
Architecture and Construction—Construction Trades (METT)	Construction Trades, General (46.0000)	All courses in program listed (46.0000)
Transportation, Distribution, and Technology—Auto-body Technology (METT)	Auto-body/Collision and Repair Technology/Technician (47.0603)	All courses in program listed (47.0603)
Transportation, Distribution, and Technology—Automotive Technology (METT)	Automobile/Automotive Mechanics Technology/Technician (47.0604)	All courses in program listed (47.0604)
Transportation, Distribution, and Technology—Aircraft Technology (METT)	Aircraft Power-plant Technology/Technician (47.0608)	All courses in program listed (47.0608)
Transportation, Distribution, and Technology—Professional Pilot (METT)	Airline/Commercial/Professional Pilot and Flight Crew (49.0102)	All courses in program listed (49.0102)
Transportation, Distribution, and Technology—Truck and Bus Driver (METT)	Truck and Bus Driver/Commercial Vehicle Operator and Instructor (49.0205)	All courses in program listed (49.0205)
Transportation, Distribution, and	Forklift Operations/Operator (49.0209)	All courses in program listed (49.0209)

Technology—Forklift Operations (METT)		
Manufacturing—Computer Installation Repair (METT)	• Computer Installation and Repair Technology/Technician (47.0104)	• All courses in program listed (47.0104)
Manufacturing—Industrial Electronics (METT)	• Industrial Electronics Technology/Technician (47.0105)	• All courses in program listed (47.0105) • All courses in Electrician (46.0302)
Manufacturing—Parts and Warehousing Operations (METT)	• Parts and Warehousing Operations and Maintenance Technician (47.0409)	• All courses in program listed (47.0409)
Manufacturing—Machinist (METT)	• Machine Tool Technology/Machinist (48.0501)	• All courses in program listed (48.0501)
Manufacturing—Sheet-working (METT)	• Sheet Metal Technology/Sheet-working (48.0506)	• All courses in program listed (48.0506)
Manufacturing—Welding Technology (METT)	• Welding Technology/Welder (48.0508)	• All courses in program listed (48.0508)
Manufacturing—Cabinetmaking (METT)	• Cabinetmaking and Millwork (48.0703)	• All courses in program listed (48.0703)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Education Officer 
Irma Snopek, Policy and Communications Officer 

Agenda Topic: Part 226 (Special Education)

Expected Outcome: Board will be informed of upcoming rulemaking

Materials: Appendix A: Part 226 (Special Education) Proposed Rules

Staff Contact(s): Heather Calomese, Executive Director, Programs
Barbara Moore, Director, Special Education
Amanda Elliott, Executive Director, Legislative Affairs
Azita Kakvand, Agency Rules Coordinator, Legislative Affairs

Purpose of Agenda Item

This item is to inform the Board of upcoming rulemaking.

Background Information/History

This Part is being modified to align with the enactment of various Public Acts and to make some necessary updates to the rules.

PA 101-0164 makes changes to the procedures a district that is a member of a special education joint agreement must follow to withdraw from that agreement. This procedure was not previously outlined in Part 226 and was added in Section 226.780, as amended by this Public Act.

PA 101-0507 makes a change to the required documentation submitted by a respondent to the State Board for a State complaint under Article 14 of the School Code. A conforming change is necessary in Section 226.570.

PA 100-0465 makes changes to personnel reimbursement under Article 14 of the School Code. Conforming changes are necessary in Sections 226.800, 226.820, and 226.860.

Changes to Sections 226.800, 226.810, and 226.820 are made to align with Learning Behavioral Specialist I and additional approvals that are no longer issued.

Current Status: Awaiting initial review.

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

Policy Implications: Please see "Background Information/History" above.

Budget Implications: None.

Legislative Action: Bill sponsors will be notified of pending rulemaking.

Communications: Upon approval, rule changes will be communicated with stakeholders and published in the *Illinois Register* and on the ISBE website.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with this rulemaking will cause the agency's rules to conflict with the provisions of the IAPA, which requires that a standards and policies of state agencies be set forth in administrative rules.

Next Steps

Agency staff will ask the Board at one of its future meetings to approve publication of the proposed rules in the *Illinois Register* to elicit public comment.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 226
SPECIAL EDUCATION

SUBPART A: GENERAL

Section

226.10	Purpose
226.50	Requirements for a Free Appropriate Public Education (FAPE)
226.60	Charter Schools
226.75	Definitions

SUBPART B: IDENTIFICATION OF ELIGIBLE CHILDREN

Section

226.100	Child Find Responsibility
226.110	Evaluation Procedures
226.120	Reevaluations
226.125	Specific Learning Disability: Dyslexia
226.130	Additional Procedures for Students Suspected of or Having a Specific Learning Disability
226.135	Additional Procedures for Students Suspected of or Having an Intellectual Disability
226.140	Modes of Communication and Cultural Identification
226.150	Evaluation to be Nondiscriminatory
226.160	Medical Review
226.170	Criteria for Determining the Existence of a Specific Learning Disability (Repealed)
226.180	Independent Educational Evaluation
226.190	Reevaluation (Repealed)

SUBPART C: THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section

226.200	General Requirements
226.210	IEP Team
226.220	Development, Review, and Revision of the IEP
226.230	Content of the IEP
226.240	Determination of Placement

- 226.250 Child Aged Three Through Five
- 226.260 Child Reaching Age Three

SUBPART D: PLACEMENT

Section

- 226.300 Continuum of Alternative Placement Options
- 226.310 Related Services
- 226.320 Service to Students Living in Residential Care Facilities
- 226.330 Placement by School District in State-Operated or Nonpublic Special Education Facilities
- 226.340 Nonpublic Placements by Parents Where FAPE is at Issue
- 226.350 Service to Parentally-Placed Private School Students
- 226.360 Placement by School Districts in Remote Educational Programs

SUBPART E: DISCIPLINE

Section

- 226.400 Disciplinary Actions
- 226.410 Manifestation Determination Review (Repealed)
- 226.420 Appeals (Repealed)
- 226.430 Protection for Children Not Yet Eligible for Special Education (Repealed)
- 226.440 Referral to and Action by Law Enforcement and Judicial Authorities (Repealed)

SUBPART F: PROCEDURAL SAFEGUARDS

Section

- 226.500 Language of Notifications
- 226.510 Notification of Parents' Rights
- 226.520 Notification of District's Proposal
- 226.530 Parents' Participation
- 226.540 Consent
- 226.550 Surrogate Parents
- 226.560 Mediation
- 226.570 State Complaint Procedures

SUBPART G: DUE PROCESS

Section

- 226.600 Calculation of Timelines
- 226.605 Request for Hearing; Basis (Repealed)
- 226.610 Information to Parents Concerning Right to Hearing
- 226.615 Procedure for Request

226.620	Denial of Hearing Request (Repealed)
226.625	Rights of the Parties Related to Hearings
226.630	Qualifications, Training, and Service of Impartial Due Process Hearing Officers
226.635	Appointment, Recusal, and Substitution of Impartial Due Process Hearing Officers
226.640	Scheduling the Hearing and Pre-Hearing Conference
226.645	Conducting the Pre-Hearing Conference
226.650	Child's Status During Due Process Hearing (Repealed)
226.655	Expedited Due Process Hearing
226.660	Powers and Duties of Hearing Officer
226.665	Record of Proceedings
226.670	Decision of Hearing Officer; Clarification
226.675	Monitoring and Enforcement of Decisions; Notice of Ineligibility for Funding
226.680	Reporting of Decisions (Repealed)
226.690	Transfer of Parental Rights

SUBPART H: ADMINISTRATIVE REQUIREMENTS

Section	
226.700	General
226.710	Policies and Procedures
226.720	Facilities and Classes
226.730	Class Size for 2009-10 and Beyond
226.731	Class Size Provisions for 2007-08 and 2008-09 (Repealed)
226.735	Work Load for Special Educators
226.740	Records; Confidentiality
226.750	Additional Services
226.760	Evaluation of Special Education
226.770	Fiscal Provisions
226.780	Procedures for Withdrawal Hearings before the Regional Board of School Trustees

SUBPART I: PERSONNEL

Section	
226.800	Personnel Required to be Qualified
226.810	Early Childhood Special Education
226.820	Authorization for Assignment
226.830	List of Independent Evaluators
226.840	Qualifications of Evaluators
226.850	List of Qualified Workers
226.860	List of Other Employees Qualifying for Reimbursement (<u>Repealed</u>)

AUTHORITY: Implementing Article 14 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art.14 and 2-3.6].

SOURCE: Adopted August 12, 1976; rules repealed and new emergency rules adopted at 2 Ill. Reg. 37, p. 29, effective September 1, 1978, for a maximum of 150 days; rules repealed and new rules adopted at 3 Ill. Reg. 5, p. 932, effective February 1, 1979; emergency amendment at 4 Ill. Reg. 38, p. 328, effective September 15, 1980, for a maximum of 150 days; amended at 5 Ill. Reg. 8021, effective July 22, 1981; amended at 6 Ill. Reg. 558, effective December 23, 1981; emergency amendment at 7 Ill. Reg. 6511, effective May 6, 1983, for a maximum of 150 days; emergency amendment at 7 Ill. Reg. 8949, effective July 15, 1983, for a maximum of 150 days; codified at 8 Ill. Reg. 6669; amended at 8 Ill. Reg. 7617, effective May 17, 1984; emergency amendment at 10 Ill. Reg. 3292, effective January 27, 1986, for a maximum of 150 days; emergency expired June 24, 1986; amended at 10 Ill. Reg. 18743, effective October 22, 1986; amended at 10 Ill. Reg. 19411, effective October 31, 1986; amended at 13 Ill. Reg. 15388, effective September 14, 1989; emergency amendment at 14 Ill. Reg. 11364, effective June 26, 1990, for a maximum of 150 days; emergency expired November 23, 1990; amended at 15 Ill. Reg. 40, effective December 24, 1990; amended at 16 Ill. Reg. 12868, effective August 10, 1992; emergency amendment at 17 Ill. Reg. 13622, effective August 3, 1993, for a maximum of 150 days; emergency expired December 31, 1993; amended at 18 Ill. Reg. 1930, effective January 24, 1994; amended at 18 Ill. Reg. 4685, effective March 11, 1994; amended at 18 Ill. Reg. 16318, effective October 25, 1994; amended at 19 Ill. Reg. 7207, effective May 10, 1995; amended at 20 Ill. Reg. 10908, effective August 5, 1996; amended at 21 Ill. Reg. 7655, effective July 1, 1997; Part repealed, new Part adopted at 24 Ill. Reg. 13884, effective August 25, 2000; amended at 27 Ill. Reg. 8126, effective April 28, 2003; amended at 31 Ill. Reg. 9915, effective June 28, 2007; amended at 32 Ill. Reg. 4828, effective March 21, 2008; amended at 34 Ill. Reg. 17433, effective October 28, 2010; amended at 35 Ill. Reg. 8836, effective May 26, 2011; peremptory amendment, pursuant to PA 97-461, at 35 Ill. Reg. 14836, effective August 22, 2011; amended at 36 Ill. Reg. 12648, effective July 18, 2012; amended at 36 Ill. Reg. 12870, effective July 24, 2012; amended at 37 Ill. Reg. 16788, effective October 2, 2013; amended at 40 Ill. Reg. 2220, effective January 13, 2016; amended at 44 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 226.60 Charter Schools

For purposes of the federal Individuals with Disabilities Education Act IDEA and this Part, charter schools established pursuant to Article 27A of the School Code [~~105 ILCS 5/Art. 27A~~] shall be treated either as schools within school districts or as local educational agencies in their own right.

- a) When a school's charter is issued by a local board of education pursuant to Section 27A-8 of the School Code [~~105 ILCS 5/27A-8~~], that charter school shall be considered as a school within the district over which that board of education

exercises jurisdiction.

- b) When a school's charter is issued by the State Board of Education ~~Charter School Commission~~ pursuant to Section 27A-7.5 of the School Code ~~[105 ILCS 5/27A-7.5]~~, that charter school shall be considered as a local educational agency.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.75 Definitions

~~Assistive Technology Device: See 34 CFR 300.5.~~

“Behavioral intervention” means an ~~Intervention: An~~ intervention based on the methods and empirical findings of behavioral science ~~and that is~~ designed to positively influence a child's actions or behaviors ~~positively~~.

“Business day” means Monday through Friday, except for federal and State holidays.

“Day” means a calendar day.

~~Case Study Evaluation: See "Evaluation".~~

~~Day; Business Day; School Day: See 34 CFR 300.11.~~

~~Developmental Delay: See 34 CFR 300.8 and 300.111(b). Delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).~~

“Disability” means the 13 disabilities identified in the federal Individuals with Disabilities Education Act ~~Disability: IDEA identifies 13 disabilities as the basis for students' eligibility for special education and related services. These disabilities (autism, deaf-blindness, deafness, emotional disability, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment) shall be defined as set forth in 34 CFR 300.8(c). In addition, for purposes of this Part, "autism" shall include, but not be limited to, any Autism Spectrum Disorder that adversely affects a child's educational performance.~~

“Domain” means an ~~Domain: An~~ aspect of a child's functioning or performance that must be considered in the course of designing an evaluation. The domains are

health, vision, hearing, social and emotional status, general intelligence, academic performance, communication status, and motor abilities.

“Equipment” has the meaning given to that term under ~~Equipment (a)~~ programmatic definition, not intended to coincide with the definition of “equipment” given in the Requirements for Accounting, Budgeting, Financial Reporting, and Auditing at 23 Ill. Adm. Code 100.20): See 34 CFR 300.14.

“Evaluation” has the meaning given to that term under ~~Evaluation~~: See 34 CFR 300.15.

“Extended school year services” has the meaning given to that term under ~~Extended School Year Services~~: See 34 CFR 300.106(b).

“Functional behavioral assessment” means an ~~Behavioral Assessment~~: An assessment process for gathering information regarding the target behavior, its antecedents and consequences, controlling variables, the student's strengths, and the communicative and functional intent of the behavior, for use in developing behavioral interventions.

“General curriculum” means the ~~Curriculum~~: The curriculum adopted and/or used by a local school district or by the schools within a district for nondisabled students; the content of the program, as opposed to the setting in which it is offered.

“Individualized education program team” or “IEP team” has the meaning given to that term under ~~IEP Team~~: See 34 CFR 300.23.

“Independent educational evaluation” has the meaning given to that term under ~~Educational Evaluation~~: See 34 CFR 300.502(a)(3)(i).

“Individualized education program” ~~Education Program~~ or “IEP” has the meaning given to that term under: See 34 CFR 300.22. An IEP shall be considered “linguistically and culturally appropriate” if it addresses the language and communication needs of a student as a foundation for learning, as well as any cultural factors that may affect the student's education.

“Individualized Family Service Plan” or “IFSP” means 20 U.S.C. 1401(15).: See ~~34 CFR 300.24~~.

Least Restrictive Environment (LRE): See 34 CFR 300.114.

“Limited English proficient” has the meaning given to that term under ~~Proficient~~:

See 34 CFR 300.27.

“Native language” has the meaning given to that term under Language: See 34 CFR 300.29.

“Parent” has the meaning given to that term under: See 34 CFR 300.30.

“Personally identifiable” has the meaning given to that term Identifiable (with reference to information): See 34 CFR 300.32.

“Qualified bilingual specialist” means an Bilingual Specialist: An individual who holds the qualifications described in Section 226.800(f).

“Qualified personnel” means staff Personnel: Staff members or other individuals who hold the certificate, educator or professional license, registration, or credential that is required for the performance of a particular task.

“Qualified specialist” means an Specialist: An individual who holds the applicable qualifications described in Subpart I.

“Related services” has the meaning given to that term under Services: See 34 CFR 300.34.

“School Code” or “Code” means 105 ILCS 5.

“School day” means any day, including a partial day, that children are in attendance at school for instructional purposes.

“School district” means a District: A public school district established under Article 10 or Article 34 of the School Code [105 ILCS 5/Art. 10 or 34] or a charter school established under Article 27A of the School Code [105 ILCS 5/Art. 27A].

“Special education” has the meaning given to that term under Education: See 34 CFR 300.39.

“Student record” means Record: See Section 2 of the Illinois School Student Records Act [105 ILCS 10/2] and 23 Ill. Adm. Code 375.10 (Student Records).

“Supplementary aids and services” has the meaning given to that term under Aids and Services: See 34 CFR 300.42.

“Transition services” has the meaning given to that term under Services: See 34

CFR 300.43.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART B: IDENTIFICATION OF ELIGIBLE CHILDREN

Section 226.130 Additional Procedures for Students Suspected of or Having a Specific Learning Disability

- a) In addition to the requirements set forth in Sections 226.110 and 226.120 of this Part, the district shall adhere to the procedures set forth at 34 CFR 300.307, 300.308, 300.309, 300.310, and 300.311 when evaluating a student who is suspected of, or who has previously been identified as having, a specific learning disability as described in 34 CFR 300.8.
- b) Provided that the requirements of this subsection (b) are met, each district *may utilize response to scientific, research-based intervention or multi-tiered systems of support as part of an evaluation procedure to determine if a child is eligible for special education services due to a specific learning disability* (See Section 14-8.02h(b) of the Code. ~~implement the use of a process that determines how the child responds to scientific, research-based interventions as part of the evaluation procedure described in 34 CFR 300.304.~~ When a district implements the use of a process of this type, the district shall not use any child's participation in the process as the basis for denying a parent's request for an evaluation.
 - 1) The State Superintendent of Education shall disseminate a plan outlining the nature and scope of the professional development that is necessary to permit implementation of a process of this type and describing any additional activities or resources that the Superintendent finds to be essential. Any amendments to the plan will be made in consultation with the statewide teacher organizations, statewide school management organizations, and State Advisory Council on Education of Students with Disabilities.
 - 2) The plan shall quantify the estimated cost of the professional development and other necessary resources and shall identify sources of funding that are or may become available to the State Superintendent for these purposes.
 - 3) The plan shall include:

- A) a method of identifying school districts that are less able than others to implement a process of the required type without technical or financial assistance from the State;
 - B) a timeframe for the provision of training, other technical assistance and materials, or financial resources for related purposes that demonstrates the State Superintendent's best efforts to secure and provide relevant support to districts; and
 - C) a method of allocating resources that affords first consideration to districts that may otherwise be unable to implement a process of the required type without diverting necessary support from other aspects of the educational program.
- c) Each district shall have a plan for the use of a process that determines how the child responds to scientific, research-based interventions as part of the evaluation procedure described in 34 CFR 300.304. Each district's plan shall identify the resources the district will devote to this purpose and include an outline of the types of State-level assistance the district expects to need, with particular reference to the professional development necessary for its affected staff members to implement this process. The plan developed pursuant to this subsection (c) may be incorporated into a district's district improvement plan (see 23 Ill. Adm. Code 1.85(b)) if one exists.
- d) In addition to using an identification process of the type required by subsection (b), a district may use a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART C: THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section 226.220 Development, Review, and Revision of the IEP

The development, review, and revision of each child's IEP shall conform to the requirements of 34 CFR 300.324 and 300.328. The additional requirements of this Section shall also apply.

- a) When an IEP has been developed or revised, the district shall provide notice in accordance with 34 CFR 300.503(b) and (c) immediately to the parents, and implementation of the IEP shall occur no later than 10 school days after the provision of this notice or by the beginning of the following school year if the IEP is developed or revised with fewer than 10 school days remaining in the school year. If the new or revised IEP requires extended-year services, those services

shall be provided in accordance with the provisions of the IEP.

- b) *If a child's individualized education program team determines that certain services are required in order for the child to receive a free, appropriate public education and those services are not administered within 10 school days after a date or frequency set forth by the child's IEP, then the local education agency shall provide the child's parent or guardian with written notification that those services have not yet been administered to the child. The notification must be provided to the child's parent or guardian within 3 school days of the local education agency's non-compliance with the child's IEP and must include information on the parent's or guardian's ability to request compensatory services (See Section 14-8.02f(d) of the Code). For purposes of this Section, "school days" does not include days where a child is absent from school for reasons unrelated to a lack of IEP services.*
- c) b) Either a child's educational provider or a child's parent may request an IEP meeting at any time. Within 10 days after receipt of a request, the district shall either agree and notify the parent in accordance with 34 CFR 300.503 or notify the parents in writing of its refusal, including an explanation of the reason no meeting is necessary to ensure the provision of FAPE for the child.
- d) e) The development of an IEP for a child who has a disability on the autism spectrum shall include consideration of the factors specified in Section 14-8.02(b)(1) through (7) of the School Code.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART D: PLACEMENT

Section 226.310 Related Services

Each school district shall ensure that related services (~~defined in 34 CFR 300.34~~) are provided if necessary to assist an eligible child in benefiting from his or her special education. *Local education agencies must make related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered available to the child's parent or guardian at the annual review of the child's IEP and must also provide a copy of the related service logs at any time upon request of the child's parent or guardian. The local education agency must inform the child's parent or guardian within 20 school days from the beginning of the school year or upon establishment of an IEP of his or her ability to request those service logs (See Section 14-8.02f(d) of the Code).*

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART F: PROCEDURAL SAFEGUARDS

Section 226.530 Parents' Participation

With respect to parents' participation in meetings, school districts shall conform to the requirements of 34 CFR 300.322 and 300.501. For purposes of 34 CFR 300.322(a)(1), "notifying parents of the meeting early enough to ensure that they will have an opportunity to attend" means the district shall provide written notification no later than ten days prior to the proposed date of the meeting. No later than 3 school days prior to a child's IEP eligibility meeting or meeting to review a child's IEP, or as soon as possible if an IEP meeting is scheduled within 3 school days with written consent of the child's parent or guardian, the local education agency must provide the child's parent or guardian with copies of all written material that will be considered by the IEP team at the meeting so that the parent or guardian may participate in the meeting as a fully-informed member (See Section 14-8.02f(c) of the Code). In addition, the district shall take whatever action is necessary to facilitate the parent's understanding of and participation in the proceedings at a meeting, including arranging for and covering the expense of an interpreter for parents whose native language is other than English or for an interpreter licensed pursuant to the Interpreter for the Deaf Licensure Act of 2007 [225 ILCS 443] for parents who are deaf.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.570 State Complaint Procedures

This Section sets forth the State Board of Education's written complaint procedures, as required by 34 CFR 300.151, 300.152, and 300.153 and Section 14-8.02e of the School Code.

- a) A parent, individual, or organization may file a signed, written complaint with the State Board of Education alleging that a local school district, cooperative service unit, or the State has violated the rights of one or more children with disabilities. The complaint shall include:
 - 1) A statement that a responsible public entity has violated a requirement of Part B of the IDEA, 34 CFR, Article 14 of the School Code, or this Part;
 - 2) The facts on which the statement is based;
 - 3) The signature and contact information for the complainant;
 - 4) The names and addresses of the students involved (and the names of the schools of attendance), if known;

- 5) A description of the nature of the problem of the child, including the facts relating to the problem; and
 - 6) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.
- b) Except as otherwise provided under subsection (b) of Section 14-8.02e of the Code, a complaint shall only be considered if it alleges that the violation occurred not more than one year prior to the date on which the complaint is received.
- c) Within 60 days after receiving a complaint that meets the requirements of subsections (a) and (b), the State Board of Education shall:
- 1) Carry out an independent on-site investigation, if deemed necessary by the State Board of Education.
 - 2) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint.
 - 3) Require that the public entity that is the subject of the complaint submit a written response to the complaint, including corrective action compliance documentation. (See Section 14-8.02e of the School Code.) The public entity shall submit its response and all other documentation to the State Board of Education and the parent, individual, or organization filing the complaint no later than the date indicated in the written correspondence received under this subsection (c)(3), which in no case shall exceed 45 days.
 - 4) Provide the public entity with the opportunity during the complaint process to:
 - A) offer a proposal to resolve the complaint; ~~and/or~~
 - B) offer to engage the parent in mediation or alternative means of dispute resolution.
 - 5) Review all relevant information and make an independent determination as to whether the public entity is violating a requirement of Part B of the IDEA, 34 CFR, Article 14 of the School Code, or this Part.
 - 6) Issue a written decision to the complainant that addresses each allegation in the complaint and contains:

- A) findings of fact and conclusions;
 - B) the reasons for the State Board of Education's final decision;
 - C) orders for any actions, including ~~without limitation~~ technical assistance activities and negotiation, that are necessary to bring the public entity into compliance with applicable requirements.
- d) An extension of the time limit set forth in subsection (c) shall be allowed if exceptional circumstances exist with respect to a particular complaint or if the parent and the public entity agree to extend the time to conduct the activities pursuant to subsection (c)(4)(B) ~~(e)(3)(B)~~.
- e) If a written complaint is received by the State Board of Education involving one or more issues that are also the subject of a due process hearing, the State Board shall hold those portions of the complaint in abeyance pending the completion of the hearing. However, any issues that are not the subject of the hearing shall be resolved as provided in this Section.
- f) If a complaint is filed about an issue that has previously been decided in a due process hearing involving the same parties, the decision arising from that hearing shall be considered binding, and the State Board shall inform the complainant to that effect. A complaint alleging a public entity's failure to implement a decision arising from due process, ~~however~~, shall be resolved by the State Board pursuant to Section 226.675.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART H: ADMINISTRATIVE REQUIREMENTS

Section 226.780 Procedures for Withdrawal Hearings before the Regional Board of School Trustees

This Section sets forth the procedures for a hearing by one or more regional boards of school trustees to consider a school district's petition to withdraw from a special education joint agreement pursuant to Section 10-22.31 of the School Code ~~[105 ILCS 5/10-22.31]~~. The procedures set forth in this Section shall not apply to school district withdrawals from a special education joint agreement agreed upon by all remaining member districts.

- a) Upon receipt of the petition for withdrawal, a regional board of school trustees that exercises oversight or governance over all member school districts of the joint agreement shall conduct the hearing.

- 1) The Regional Superintendent of Schools, acting in her or his role as ex officio secretary of the regional board of school trustees, shall deliver a ~~cause~~ a copy of the petition ~~to be delivered~~ to the board of each member district and shall publish ~~cause~~ notice of the petition ~~to be published~~ once in a newspaper having general circulation in the educational service region. The notice shall include the following:
 - A) The date the petition was filed;
 - B) The name of each school district that is a member of the joint agreement;
 - C) The effective date on which the petitioning district would be withdrawn from the joint agreement if the petition is granted; and
 - D) The return date on which the hearing upon the petition will be held, which shall be no less than 10 and no more than 15 days after the publication of the notice.
- 2) Prior to the hearing on the petition for withdrawal, the ex officio secretary of the regional board of school trustees shall submit to the regional board of school trustees a written report of the educational and administrative conditions of the districts involved relative to the provision of special education services.
- 3) The regional board of school trustees shall hear evidence as to the special education needs and conditions of the petitioning school district and of the special education cooperative from which it wishes to withdraw and shall determine whether it is in the best interest of the students with disabilities in the petitioning district that the petition for withdrawal from the joint agreement be granted.
- 4) The regional board of school trustees shall enter an order granting or denying the petition within 30 days after the hearing. *Approval of the petition must ~~shall~~ be by a two-thirds majority of the school trustees* (Section 10-22.31(a) of the School Code). A certified copy of such an order shall be sent to the petitioning district, the special education cooperative, the regional superintendent of education in whose region the cooperative is located, and the State Board of Education's ~~Division of~~ Special Education Services Department at 100 North First Street, Springfield, Illinois 62777.

- b) Upon receipt of the petition for withdrawal from a special education joint agreement in which more than one regional board of school trustees exercises oversight or governance over any of the school districts participating in the agreement, a joint hearing will be held on the petition.
- 1) The petition for withdrawal shall be filed concurrently with each regional board of school trustees exercising oversight or governance over any of the member districts.
 - 2) The regional board of school trustees for the region where the administrative office of the special education cooperative is located shall be responsible for the coordination of all activities related to the joint hearing.
 - A) The coordinating regional board of school trustees shall comply with all provisions of subsection (a) of this Section, and shall provide copies of all notices and reports required under subsection (a) of this Section to the ex officio secretaries of each of the regional boards of school trustees whose school districts are parties to the special education joint agreement.
 - B) The joint hearing shall be held in the region of the coordinating regional board of school trustees.
 - 3) *Approval of the petition ~~must~~ shall be by a two-thirds majority of all those school trustees present and voting at the joint hearing (Section 10-22.31(a) of the School Code).*
- c) A member district wishing to withdraw from a joint agreement may obtain from its school board a written resolution approving the withdrawal. The withdrawing district must then present a written petition for withdrawal from the joint agreement to other member districts (See Section 10-22.31(g) of the Code).
- 1) Under no circumstances may the petition be presented to the other member districts less than 12 months from the date of the proposed withdrawal, unless the member districts agree to waive this timeline.
 - 2) Upon approval by school board written resolution of all of the remaining member districts, the petitioning member district must notify the State Board of the approved withdrawal in writing and must submit a comprehensive plan developed under Section 10-22.31(g-5) of the Code for review by the State Board.

- 3) If the petition for withdrawal is not approved, the petitioning member district may appeal this decision to the trustees of schools of the township that has jurisdiction and authority over the withdrawing district. If a withdrawing district is not under the jurisdiction and authority of the trustees of schools of a township, a hearing panel shall be established by the chief administrative officer of the intermediate service center having jurisdiction over the withdrawing district.
- A) The hearing panel is subject to the requirements under Section 10-22.31(g) of the Code.
- B) Before the hearing, the withdrawing district must:
- i) Provide written notification to all parents or guardians of students with disabilities residing within the district of its intent to withdraw from the special education joint agreement.
- ii) Hold a public hearing to allow for members of the community, parents or guardians of students with disabilities, or any other interested parties an opportunity to review the plan for educating students after the withdrawal and to provide feedback on the plan.
- iii) Prepare and provide a comprehensive plan outlined under Section 10-22.31(g-5) of the Code.
- 4) The trustees of schools of the township having jurisdiction and authority over the withdrawing district or the hearing panel established under this subsection must convene and hear testimony to determine if the withdrawing district has presented sufficient evidence that the district, standing alone, will provide a full continuum of services and support to all its students with disabilities in the foreseeable future. If the petition for withdrawal is approved, then the petitioning member district shall be withdrawn from the joint agreement effective the following July 1 and shall notify the State Board in writing of the approved withdrawal.
- d)e) In instances in which one or more of the competent regional boards of school trustees have been abolished, petitions for withdrawal shall be made to the school boards of those member districts that would fall under the oversight or governance of the abolished regional board of school trustees.

- 1) Upon receipt of the petition for withdrawal, the remaining member districts shall place the petition on their respective school board agenda for the next regularly scheduled board meeting.
- 2) Each member district shall afford the petitioning district the opportunity to address the school board at the time the petition is considered by the board.
- 3) Each member district shall act upon a resolution, either approving or denying the petition for withdrawal. Approval of a petition shall be by a two-thirds majority of those districts unless the joint agreement's articles of agreement provide otherwise.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART I: PERSONNEL

Section 226.800 Personnel Required to be Qualified

- a) General
 - 1) Each school district, or the special education cooperative of which it is a member, shall employ sufficient professional personnel and personnel not holding Illinois educator licensure to deliver and supervise the full continuum of special education and related services needed by the eligible students who reside in the district or districts served by the cooperative. The number and types of personnel employed shall be based on students' need rather than administrative convenience.
 - 2) Each school district or special education cooperative shall periodically submit to the State Board of Education, on forms supplied by the State Board, the roster of the individuals who will be or are providing special education or related services. The State Board may request any additional documentation needed in order to verify that each individual holds the qualifications that are required for his or her assignments.
 - 3) ~~Reimbursement for personnel expenditures shall be made by the State Board with respect to only those individuals who are qualified, pursuant to this Subpart I, to deliver services to students with IEPs [105 ILCS 5/14-1.10 and 14-13.01] and whose positions are listed either in Section 226.850 or 226.860 of this Part, or pursuant to 23 Ill. Adm. Code 25.48 (Short-Term Emergency Approval in Special Education) when applicable.~~

- 3)4) Each school district or special education cooperative shall develop and implement a comprehensive personnel development program for all personnel involved with the education of children with disabilities.
- b) Professional Instructional Personnel
Each individual employed in a professional instructional capacity shall:
- 1) hold a valid professional educator license endorsed for the grade range to be served and meet the qualifications required for the teaching area pursuant to 23 Ill. Adm. Code 25.43; ~~or~~
 - 2) hold a valid professional educator license endorsed in another teaching area and approval issued by the State Board of Education specific to the area of responsibility (see Section 226.810); ~~or~~
 - 3) be employed pursuant to an authorization for assignment issued to the employing entity under Section 226.820; or
 - 4) hold short-term emergency approval or endorsement issued pursuant to 23 Ill. Adm. Code 25.48.
- c) An individual assigned as a career and technical coordinator shall be required to hold an approval or endorsement for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:
- 1) has two years' teaching experience;
 - 2) holds a valid professional educator license endorsed in a teaching field; and
 - 3) has completed at least 16 semester hours of college coursework, which shall at least include each of the areas identified in subsections (c)(3)(A) through (D) and may include one or more of the areas identified in subsections (c)(3)(E) through (H):
 - A) Survey of the exceptional child;
 - B) Diagnosis of, and characteristics of the student with, all the disabilities encompassed by the Learning Behavior Specialist I (LBS I) credential;

- C) Adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential;
 - D) Career and technical programming for students with disabilities;
 - E) Methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential;
 - F) Guidance and counseling;
 - G) Educational and psychological diagnosis;
 - H) Career and technical education.
- d) An individual assigned as a teacher coordinator shall be required to hold an approval or endorsement for this position, which shall be granted provided that the individual submits an application demonstrating that he or she:
- 1) holds a valid professional educator license with an endorsement for the disability area of assignment issued pursuant to 23 Ill. Adm. Code 25.43;
 - 2) has completed a course in career and technical programming for students with disabilities; and
 - 3) has at least one year's work experience outside the field of education or has completed at least one course in either guidance and counseling or career and technical education.
- e) An individual assigned as a business manager's assistant shall hold a valid license endorsed for chief school business official pursuant to 23 Ill. Adm. Code 25.345.
- f) **Qualified Bilingual Specialists**
Professional staff otherwise qualified pursuant to this Section shall be considered "qualified bilingual specialists" if they submit the required application and meet the applicable requirements set forth in this subsection (f).
- 1) A holder of a valid professional educator license with an endorsement ~~a~~ in the area of responsibility issued pursuant to 23 Ill. Adm. Code 25.43 shall successfully complete a language examination in the non-English language of instruction and shall have completed coursework covering:
 - A) Psychological/educational assessment of students with disabilities

- who have limited English proficiency;
- B) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition; and
 - C) Methods and materials for teaching students of limited English proficiency or students with disabilities who have limited English proficiency.
- 2) A holder of a valid professional educator license with an early childhood, elementary, secondary, or special preschool-age 21 endorsement who also holds special education approval in the area of responsibility (see Section 226.810) shall successfully complete a language examination in the non-English language of instruction and shall have completed the coursework listed in subsections (f)(1)(A), (B), and (C).
- 3) A holder of a valid professional educator license endorsed in a teaching field who also holds an endorsement to teach bilingual education or English as a second language shall have completed coursework covering:
- A) Methods for teaching in the special education area of assignment;
 - B) Psychological/educational assessment of students with disabilities who have limited English proficiency, or psychological diagnosis for children with all types of disabilities; and
 - C) Characteristics of students, or characteristics of students with limited English proficiency specifically, in the special education area of assignment.
- 4) A holder of a valid educator license with stipulations endorsed for transitional bilingual educator issued pursuant to 23 Ill. Adm. Code 25.90 and endorsed for the language of assignment shall have completed two years of successful teaching experience and have completed coursework covering:
- A) Survey of children with all types of disabilities;
 - B) Assessment of the bilingual student, or psychological/educational assessment of the student with disabilities who has limited English proficiency;

- C) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition;
 - D) Methods for teaching in the special education area of assignment; and
 - E) Characteristics of students, or characteristics of students with limited English proficiency specifically, in the special education area of assignment.
 - 5) A holder of a valid professional educator license with a school support personnel endorsement for school counselor, school social worker, school psychologist, or speech and language pathologist shall successfully complete an examination in the non-English language and shall have completed coursework in assessment of the bilingual student or psychological/educational assessment of the student with disabilities who has limited English proficiency.
- g) Directors and Assistant Directors of Special Education
- Each school district, or the special education cooperative of which it is a member, shall employ a full-time director of special education, who shall be the chief administrative officer of the special education programs and services of the district or cooperative entity.
- 1) Each director or assistant director of special education shall hold a valid professional educator license endorsed for director of special education issued pursuant to 23 Ill. Adm. Code 25.365 and a master's degree, including 30 semester hours of coursework distributed among all the areas specified in 23 Ill. Adm. Code 25.365(b). Beginning July 1, 2005, directors and assistant directors of special education shall be subject to the requirements of 23 Ill. Adm. Code 29.140 (Director of Special Education).
 - 2) Each school district or the special education cooperative of which it is a member, shall submit to the State Board of Education a letter identifying the individual employed as the director of special education by his or her full name and Illinois Educator Identification Number. If the individual is qualified as required, the State Board shall confirm that the individual is the State-approved director of special education for the school district or special education cooperative.
- h) Supervisors

- 1) Each school district or special education cooperative shall employ sufficient supervisory personnel to provide consultation to and coordination of special education services.
- 2) Each individual performing a supervisory function shall hold one of the following:
 - A) a valid professional educator license with a special preschool-age 21 or K-21 endorsement in the area to be supervised, and a supervisory endorsement issued pursuant to 23 Ill. Adm. Code 25.497, with two years' teaching experience in that area; or
 - B) a valid professional educator license with a school support personnel endorsement, and a supervisory endorsement issued, with two years' experience in the area to be supervised; or
 - C) a valid professional educator license with an administrative endorsement issued under 23 Ill. Adm. Code 25.Subpart E and either a special preschool-age 21 or K-21 endorsement for the area to be supervised in that area.
- i) Chief Administrator of Special School
The chief administrator of a special school shall hold a valid professional educator license with a general administrative, principal or director of special education endorsement issued pursuant to 23 Ill. Adm. Code 25.335, 25.337, or 25.365 and either:
 - 1) an endorsement or approval that is specific to at least one of the disabilities prevalent in the students served by the school, if the school serves students who are deaf or hard of hearing, blind or visually impaired, or speech- and language-impaired; or
 - 2) an endorsement as Learning Behavior Specialist I that either is unlimited or specific to one of the disabilities prevalent in the students served by the school (see 23 Ill. Adm. Code 25.46);~~or~~
 - 3)
- j) Other Professional Personnel
Each individual employed in a professional capacity not specified in subsections (a) through (i) shall, as appropriate to his or her assignment, hold:
 - 1) a valid professional educator license endorsed for school support

personnel appropriate to the area of responsibility (see 23 Ill. Adm. Code 25, Subpart D); or

- 2) a valid professional license or permission to practice, if the individual's profession is governed by such a requirement and either no educational credential in the same or a related field is issued by the State Board of Education (e.g., for a physical therapist) or the School Code permits the individual to perform the functions assigned; or
- 3) a credential, regardless of title, issued by a professional association or organization in the relevant field, when no educational credential in the same or a related field is issued by the State Board of Education and no license or permission to practice is required by the State (e.g., for a music therapist or a daily living skills specialist). Evidence of the individual's credential shall be kept on file by the school district or special education cooperative and presented to the State Board of Education upon request.

k) Personnel Not Holding Educator Licensure

- 1) Each professional individual not holding educator licensure issued under Article 21B of the School Code [105 ILCS 5/Art. 21B] employed in a special education class, program, or service, and each individual providing assistance at a work site, shall function under the general direction of a professional staff member.
- 2) Each program assistant or aide, whether providing instructional or noninstructional services, as well as each nonemployee providing any service in the context of special education, shall function under the direct supervision of a professional staff member.
 - A) Nothing in this subsection (k) authorizes individual student aides or others who do not hold an appropriate professional license to perform any nursing activity, as nursing activity may be defined in the Nurse Practice Act [225 ILCS 65] and rules governing that Act (68 Ill. Adm. Code 1300), including any procedures and duties requiring a medical order (e.g., tube feedings, catheterizations, administration of medications, tracheal suctioning, tube insertions, blood draws, dressing changes), except as may be otherwise authorized under State law.
 - B) The provisions of this subsection (k) do not apply to paraprofessional educators licensed under Section 21B-20 of the School Code [105 ILCS 5/21B-20] nor to educational interpreters

approved pursuant to 23 Ill. Adm. Code 25.550 (Approval of Educational Interpreters).

- 3) Each school district shall provide training experiences appropriate to the nature of their responsibilities to the individuals discussed in subsections (k)(1) and (2). Training shall be in lieu of the requirements for personnel not holding educator licensure set forth in 23 Ill. Adm. Code 1, Subpart F.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.810 Early Childhood Special Education

- ✎ The ~~the~~ State Board shall issue an early childhood special education approval or endorsement to an individual who holds a valid professional educator license with an early childhood endorsement or an LBS I endorsement, provided that the individual makes application for approval in a format specified by the State Board demonstrating that he or she has successfully completed coursework in all the following areas:
- a)~~1)~~ Methods – Developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings, such as the home, the school, and the community.
 - b)~~2)~~ Assessment – Strategies, procedures, and formal and informal instruments for assessing young children's social, emotional, cognitive, communication, and motor skills; family concerns, priorities, and resources; and school, home, and community learning environments; and methods for conducting formative and summative individual and program evaluation.
 - c)~~3)~~ Language Development – Typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; and alternative communication systems for young children with disabilities.
 - d)~~4)~~ Family and Community Relationships – Strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially,

culturally, and linguistically diverse families. Strategies and models for promoting effective consultation and collaboration with other professionals and agencies within the community.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.820 Authorization for Assignment

In the circumstances described in this Section, neither the qualifications required by Section 226.800 nor special education approval under Section 226.810 shall be required. ~~reimbursement shall be available for staff providing special education and related services.~~

- a) **No Fully Qualified Individual Available**
When a district or cooperative entity, regional superintendent of schools, or nonpublic special education facility approved pursuant to 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code) demonstrates to the State Board of Education that it is unable to secure the services of an individual who holds the required credentials for a particular assignment, the State Board may authorize the assignment of another individual in accordance with 23 Ill. Adm. Code 25.48 (Short-Term Emergency Approval in Special Education).
- b) **Interns**
The State Board may also authorize the assignment of interns in speech and language pathology who will work under the supervision of fully qualified professionals, subject to the requirements of this subsection (b).
 - 2) For each intern in speech and language pathology, the director of special education shall submit evidence that the individual holds a valid interim approval issued under 25 Ill. Adm. Code 25.255 (Interim Approval for Speech-Language Pathologist Interns). The director of special education shall provide evidence that the intern will be supervised by an individual who holds a valid professional educator license endorsed for special preschool-age 21 speech and language pathologist issued pursuant to 23 Ill. Adm. Code 25.43 (Standards for Licensure of Special Education Teachers) or 23 Ill. Adm. Code 25.252 (Endorsement for Non-Teaching Speech-Language Pathologist), as applicable.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.840 Qualifications of Evaluators

The following list identifies the credentials required to administer certain types of evaluations. Where no requirements are established, an evaluation may be performed by an individual who is qualified to administer it according to the technical specifications of the publisher.

TYPEREQUIRED QUALIFICATIONS

Academic Performance

Professional educator license or approval issued under Section 226.810 appropriate for the age or disability of the child, or professional educator license with a school support personnel endorsement for school psychologist or school counselor. (See Article 21B of the School Code [~~105 ILCS 5/Art. 21B~~] and the State Board's rules at 23 Ill. Adm. Code 1 and 23 Ill. Adm. Code 25.)

Adapted Physical Education

Professional educator license endorsed for physical education with an approval or endorsement in adapted physical education (23 Ill. Adm. Code 25.43).

Assistive Technology

To the extent that a test is used in performing this assessment, qualification for administering the test according to the instructions provided by the test's publisher.

Audiological

License to practice as an audiologist issued by the Department of Financial and Professional Regulation pursuant to the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110].

Clinical Psychological

License issued pursuant to the Clinical Psychologist Licensing Act [225 ILCS 15].

Cultural Background Assessment

Professional educator license with a school support personnel endorsement for school psychologist, school social worker, or school counselor.

Hearing Screening

License to practice as an audiologist issued by the Department of Financial and Professional Regulation pursuant to the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110]; professional educator license

	with a school support personnel endorsement for speech and language pathologist or special preschool-age 21 endorsement for speech and language pathologist (23 Ill. Adm. Code 25.43 or 25.252); or certificate of training issued by the Department of Public Health (77 Ill. Adm. Code 675).
Learning Processes Evaluation	Professional educator license with a school support personnel endorsement for school psychologist or LBS I endorsement.
Medical Review	Meet the requirements set forth in Section 226.160 of this Part, as applicable.
Neurological Evaluation	Licensure/registration issued by the Department of Financial and Professional Regulation pursuant to the Medical Practice Act of 1987 [225 ILCS 60].
Occupational Therapy Evaluation	Certificate/Registration issued by the Department of Financial and Professional Regulation pursuant to the Illinois Occupational Therapy Practice Act [225 ILCS 75].
Orientation/Mobility	Certification for orientation/mobility instruction and evaluation (Certified Orientation and Mobility Specialist, Academy for Certification of Vision Rehabilitation and Education Professionals, 4732 North Oracle Road, Suite 217, Tucson AZ 85705, or predecessor credential issued by the Association for Education and Rehabilitation of the Blind and Visually Impaired, 1703 North Beauregard Street, Suite 440, Alexandria VA 22311).
Physical Therapy Evaluation	Certificate/registration issued by the Department of Financial and Professional Regulation pursuant to the Illinois Physical Therapy Act [225 ILCS 90].

Psychiatric Evaluation	Licensure/registration issued by the Department of Financial and Professional Regulation pursuant to the Medical Practice Act of 1987.
School Psychological	Professional educator license with a school support personnel endorsement for school psychologist.
Social Developmental Study (Adaptive Behavior, Cultural Background, Family History)	Professional educator license with a school support personnel endorsement for social worker, school counselor, or school psychologist (23 Ill. Adm. Code 25.215, 25.225, or, as applicable, 25.230 or 25.235).
Speech and Language Assessment	Professional educator license with a speech and language pathologist endorsement (23 Ill. Adm. Code 25.252).
Vision Screening	Certificate of training issued by the Department of Public Health (77 Ill. Adm. Code 675).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.850 List of Qualified Workers

The following table lists the work assignments and qualifications for qualified workers for whom reimbursement may be requested under Section 14-13.01 of the School Code. All requirements necessary for proper certification, educator or professional licensure, or approval in these work assignments are found in this Subpart I, unless otherwise noted.

WORK ASSIGNMENT	REQUIRED QUALIFICATIONS
Adapted Physical Education	A valid Illinois professional educator license endorsed for physical education and an adapted physical education approval or endorsement encompassing the grade levels and age ranges of the students served.
Administrator of a Special School	Must meet the requirements of Section 226.800(i).
Art Therapist	Registration from American Art Therapy Association or a master's degree in art therapy awarded by a regionally accredited institution of higher education.

Assistant Director	A valid professional educator license with a director of special education endorsement issued pursuant to 23 Ill. Adm. Code 25.365 and 23 Ill. Adm. Code 1.705 and meets the requirements of Section 226.800(g) of this Part.
Audiologist	Licensed to practice as an audiologist by the Department of Financial and Professional Regulation pursuant to the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110] or Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association.
Autism	A valid Illinois professional educator license either with an LBS I or early childhood special education endorsement or approval encompassing the grade levels and age ranges of the students served.
Behavior Analyst	Board Certified Behavior Analyst (BCBA) as evidenced by a current valid certificate awarded by the Behavior Analyst Certification Board, Inc.
Career and Technical Coordinator	Meets the requirements set forth in Section 226.800(c) of this Part and 23 Ill. Adm. Code 1.737(c)
Career and Technical Transition Specialist	Must hold a contract with the Illinois Department of Human Service-Division of Rehabilitation Services, under the Secondary Transition Experience Program (STEP).
Daily Living Skills Specialist	Certificate from the Academy for Certification of Vision Rehabilitation and Education Professionals or its predecessor organization.
Diagnostic Teacher	A valid Illinois professional educator license with an LBS I endorsement or approval.
Early Childhood Special Education	A valid Illinois professional educator license with an early childhood endorsement and either with an early childhood special education endorsement or early childhood special education approval or with a valid Illinois professional educator license with an LBS I endorsement and early childhood special education approval.

Emotional Disability	A valid Illinois professional educator license either with an LBS I endorsement or approval encompassing the grade levels and age ranges of the students served.
Hearing Impairment	A valid Illinois professional educator license endorsed for teacher of students who are deaf or hard of hearing pursuant to 23 Ill. Adm. Code 25.43.
Home/Hospital Instructor (see Section 226.300 of this Part)	A valid Illinois professional educator license either with an LBS I endorsement or approval encompassing the area of student's disability (i.e., intellectual disability, physically handicapped, learning disabilities or social/emotional disorders), professional educator license endorsed in the area of speech and language pathologist, blind or visually impaired, or deaf or hard of hearing.
Infant/Toddler/Family Specialist	For federally funded programs serving infants and toddlers, birth through two years of age: Completion of a degree program with evidence of specific training in child development and family development specific for children ages birth to five years.
Inservice Coordinator	A valid Illinois professional educator license with an LBS I endorsement or a valid Illinois professional educator license endorsed for school support personnel (see 23 Ill. Adm. Code 25.Subpart D).
Intellectual Disability	A valid Illinois professional educator license endorsed in a teaching field with an LBS I endorsement_ encompassing the grade levels and age ranges of the students served.
LBS I	Meets the requirements of 23 Ill. Adm. Code 25.43 appropriate to the area of responsibility or holds a valid Illinois professional educator license with an LBS I endorsement or approval encompassing the grade levels and age ranges of the students served.
Medical Services Personnel (Diagnostics and Evaluation)	Registration with the Illinois Department of Financial and Professional Regulation.
Music Therapist	Registration from the National Music Therapy Registry, certification from the Certification Board for Music Therapists,

	or master's degree in music therapy from a regionally accredited institution of higher education.
Occupational Therapist	Licensed by the Illinois Department of Financial and Professional Regulation pursuant to the Illinois Occupational Therapy Practice Act [225 ILCS 75].
Orientation and Mobility Specialist	Certificate from the Academy for Certification of Vision Rehabilitation and Education Professionals or its predecessor organization or the Association for the Education and Rehabilitation of the Blind and Visually Impaired.
Orthopedic Impairment	A valid Illinois professional educator license either with a cross-categorical special education or physically handicapped endorsement or with approval encompassing the grade levels and age ranges of students served.
Physical Therapist	Licensed by the Illinois Department of Financial and Professional Regulation pursuant to the Illinois Physical Therapy Act [225 ILCS 90].
Recreational Therapist	Licensed by the National Council for Therapeutic Recreation or its predecessor organization.
Rehabilitation Counselor	Certificate from the Commission on Rehabilitation Counselor Certification (CRCC) or a master's degree in rehabilitation counseling awarded by a regionally accredited institution of higher education.
School Counselor/ Guidance Counselor	A valid Illinois professional educator license endorsed for school support personnel for school counselor issued under 23 Ill. Adm. Code 25.225.
School Counselor Intern	Meets the requirements of 23 Ill. Adm. Code 25.227.
School Nurse	Meets the requirements of Section 10-22.23 of the School Code [105 ILCS 5/10-22.23] and 23 Ill. Adm. Code 25.245.
School Nurse (Grandfathered)	Employed as a registered school nurse prior to July 1, 1976 and continuing in the same position with the same district or joint agreement.

School Psychologist	Meets the requirements of Section 14-1.09 of the School Code [105 ILCS 5/14-1.09] and 23 Ill. Adm. Code 25.230 or 25.235, as applicable.
School Psychologist Intern	Meets the requirements of Section 226.820(b).
School Social Worker	Meets the requirements of Section 14-1.09a of the School Code [105 ILCS 5/14-1.09a], and Section 226.820(b) of this Part and 23 Ill. Adm. Code 25.215, as applicable.
Specific Learning Disability	A valid Illinois professional educator license either with an LBS I endorsement or with approval encompassing the grade levels and age ranges of the students served.
Speech-Language	Meets the requirements of Section 14-1.09b of the School Code ~~[105 ILCS 5/14-1.09b]~~ and 23 Ill. Adm. Code 25.252, as applicable, for speech and language pathologist.
Speech-Language Pathologist Intern (Interim)	Meets the requirements of 23 Ill. Adm. Code 25.255 and Section 226.820(b) of this Part.
State-Approved Director of Special Education (serving in a full-time capacity)	Meets the requirements of 23 Ill. Adm. Code 25.365 and Section 226.800(g) of this Part.
Supervisor	Meets the requirements of Section 226.800(h) of this Part and 23 Ill. Adm. Code 1.705(h), as applicable.
Support Teacher	A valid Illinois professional educator license either with an LBS I endorsement or with approval encompassing the grade levels and age ranges of the students served.
Teacher Coordinator of Vocational Education	Meets the requirements of Section 226.800(d).
Visual Impairment	A valid Illinois professional educator license issued pursuant to 23. Ill. Adm. Code 25.43 and endorsed for teacher of students who are blind or visually impaired.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 226.860 List of Other Employees Qualifying for Reimbursement (Repealed)

(Source: Repealed at 44 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education 
Dr. Ernesto Matias, Chief Education Officer 

Agenda Topic: Approval of McKinney-Vento Homeless Children and Youth Grant Program Additional Grant Funds

Expected Outcome: Information item

Materials: None

Staff Contact(s): Krish Mohip, Deputy Officer, Operational Education
Jennifer Saba, Executive Director, Regional Services
Cristina Dimmitt-Salinas, Director, ROE/ISC Department
Vicki Hodges, McKinney-Vento Homeless State Coordinator, ROE/ISC Department

Purpose of Agenda Item

The purpose of this agenda item is to provide information to the Board with respect to the fiscal year 2021 McKinney-Vento Continuation Grant. The ROE/ISC Department will request at the August 2020 Board meeting that the Board authorize the State Superintendent to release additional grant funds to FY 2021 McKinney-Vento Continuation Grant recipients and to upwardly amend grant agreements. Six of the seven subgrantees (known as Lead Area Liaisons) are expected to receive McKinney-Vento Homeless Children and Youth Grants that exceed \$1 million over a three-year grant cycle (FY 2020-2022).

Background Information/History

The McKinney-Vento Homeless Children and Youth Grant Program (the Program) is authorized under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.) (the McKinney-Vento Act). The Program was originally authorized in 1987 and most recently reauthorized by the No Child Left Behind Act of 2001. The Program is designed to address the challenges that homeless children and youth face with enrolling in, attending, and succeeding in school. This Program requires State Education Agencies to ensure that each homeless child and youth has equal access to the same free, appropriate public education — including public preschool education — as other children and youth. Homeless children and youth should have access to those educational supports and other services that will enable them to meet the same challenging state student academic achievement standards set for all students. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to homeless children and youth enrolling in, attending, and succeeding in school.

Current Status: The Lead Area Liaisons work diligently with homeless families and school districts to make sure that students are getting needed services to enhance their education. The funds may be used to support the following services: tutoring; supplemental instruction; professional development for parents, guardians, educators, and instructional support personnel; transportation; summer programs; counseling; and school supplies.

Relevant Data: As of April 2020, there are approximately 50,000 children and youth experiencing homelessness in Illinois.

Financial Background

Under ISBE's FY 2020 McKinney-Vento Homeless Children and Youth Grant Program, ISBE issued competitive grant awards to seven subgrantees (six area subgrantees and Chicago Public Schools District 299) for a period not to exceed three fiscal years (FY 2020-2022). The grant is renewed at the start of each new fiscal year during the three-year term of the grant (July 1, 2020, and July 1, 2021). Renewal is contingent upon each subgrantee's satisfactory completion of grant objectives and on continued federal appropriation for the Program.

In FY 2020, the Board approved the release of a total grant amount of \$2,887,336 each year for FY 2020, FY 2021, and FY 2022¹. Historically, however, Illinois' federal funding allocation increases every year due to an increase in the number of homeless students. ISBE is required to allocate at least 75 percent of the federal funding in the form of subgrants to Local Education Agencies (LEAs). See Table 1 below.

Table 1		
Fiscal Year	Federal Allocation	Total Amount Allocated to LEAs
2020	\$3,916,113	\$2,887,336
2021	*\$4,078,564	\$3,367,857
2022	**\$4,078,564	\$3,367,857

* The U.S. Department of Education notified ISBE of the FY 2021 preliminary funding amount in February 2020. Final FY 2021 funding amounts are expected to be released in June 2020.

** Anticipated FY 2022 amount.

The funding is allocated over a three-year grant cycle (FY 2020-2022) to seven Lead Area Liaisons (six area subgrantees and Chicago Public Schools District 299) based on the poverty percentage and homeless enrollment. See Table 2 below.

Table 2						
Areas	Total FY20 Grant Allocation	FY21 Grant Allocation	*FY19 carry over	Total FY21 Allocation	Anticipated FY22 Allocation	Total Allocation FY20-FY22
1	\$ 529,897	\$ 691,365	\$ 517,320	\$1,208,685	\$ 691,365	\$2,429,947
2	\$ 281,664	\$ 308,425	\$ 151,398	\$ 459,823	\$ 308,425	\$1,049,912
3	\$ 224,585	\$ 244,051	\$ 89,884	\$ 333,935	\$ 244,051	\$802,571
4	\$ 233,513	\$ 342,538	\$ 112,327	\$ 454,865	\$ 342,538	\$1,030,916
5	\$ 361,945	\$ 393,910	\$ 161,416	\$ 555,326	\$ 393,910	\$1,311,181
6	\$ 434,345	\$ 495,216	\$ 186,553	\$ 681,769	\$ 495,216	\$1,611,330
7 (CPS)	\$ 821,387	\$ 892,352	\$ 494,378	\$ 1,386,730	\$ 892,352	\$3,100,469
Total	\$ 2,887,336	\$ 3,367,857	\$ 1,713,276	\$5,081,133	\$3,367,857	\$11,336,326

* ISBE has a surplus of FY 2019 federal funding that needs to be obligated in FY 2021.

The financial background of this grant is illustrated in Table 3 below:

Table 3						
	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY20	\$	\$2,887,336		\$	\$	\$2,887,336
FY21	\$	\$2,887,336		\$	\$2,193,797	\$5,081,133
FY22	\$	\$2,887,336		\$	\$480,521	\$3,367,857
Total	\$	\$8,662,008			\$2,674,318	\$11,336,326

Business Enterprise Program

Not applicable.

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

Policy Implications: Approval of the request will authorize the State Superintendent to provide increased grant funds to the seven subgrantees under the McKinney-Vento Homeless Children and Youth Grant Program for a Continuation Year (the Continuation Grant). Funds are used to ensure that homeless children and youth continue to receive the same services as all other children in an educational setting.

¹ ISBE is in the process now of posting the Continuation Grant application for FY 2021. Prior Board approval means staff do not need additional Board approval to enter into Continuation Grant agreements in FY 2021 that equal \$2,887,336 or less in total. New Board approval will be needed if grants exceed this total amount, resulting in some grantees receiving a McKinney-Vento Homeless Children and Youth Grant that exceeds \$1 million over a three-year grant cycle (FY 2020-2022).

Budget Implications: The McKinney-Vento Homeless Children and Youth Grant Program is funded through the McKinney-Vento Homeless Assistance Act of 1987, as authorized by the No Child Left Behind Act, Title VII, Subtitle B (42 USC 11431-11435).

Legislative Action: None required.

Communication: Notice for the Continuation Grant will be made available via www.isbe.net. The award will be listed on the Grant Accountability and Transparency Act website.

Pros and Cons of Various Actions

Pros: Additional funds will increase capacity and opportunities for serving Illinois' homeless children and youth population.

Cons: Not awarding these additional funds will limit capacity and opportunities for serving Illinois' homeless children and youth population. It may also put ISBE at risk of violating the requirement to allocate at least 75 percent of the federal funding in the form of subgrants to LEAs.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

This agenda item is for information purposes only. It is anticipated the State Superintendent will recommend at the August 2020 Board meeting that the State Board of Education authorize the State Superintendent to award additional grant funds to seven subgrantees (six area subgrantees and Chicago Public Schools District 299) and to approve upward amendment requests in accordance with these additional available funds. Six of the seven subgrantees, including Chicago Public Schools District 299, are expected to receive a total grant award that exceeds \$1 million over the three-year grant cycle (i.e., FY 2020-2022). The State Superintendent will be seeking authority to award subgrants under the McKinney-Vento Homeless Children and Youth Grant Program in a total amount not to exceed \$12 million over the three-year grant cycle.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Robert Wolfe, Financial Officer 

Agenda Topic: Information Item: SBE Fiscal & Administrative Monthly Reports

Materials: Financial Status Report – (Summary & Contract Detail) – FY20
Comparative Statement of Expenditures to Date– FY20
Appropriation and Spending by Program – FY20
Contract & Grant Awards Under \$1 million - FY20
10-yr Headcount History Graph, Monthly Headcount Graph, Staff Detail

Staff Contact(s): Scott Harry, Director, Budget

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board standard reports with key information on fiscal and administrative activities of the Illinois State Board of Education.

Background Information/History

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit, and operations issues will be handled by the Finance and Audit Committee. The Superintendent requested that the agency organize and standardize the financial and headcount data provided to the Board for its future policy work and decision-making.

The monthly or quarterly fiscal and headcount reports were first provided to the Board in August 2002. These reports provide information regarding staffing and funding as well as details of contracts over \$50,000 and grants the agency is processing.

At the request of the Board at the December 2011 meeting, a Contract & Grant Awards Under \$1 Million Report has been added to the SBE fiscal and administrative monthly reports package.

On January 28, 2020, the Finance and Audit Committee approved to streamline the fiscal and administrative monthly reports package to discontinue duplicative reporting.

The following reports will be provided going forward:

1. Budget (annually in January)
2. Financial Status Report – Summary & Contract Detail (monthly)
3. Comparative Statement of Expenditures to Date (monthly)
4. Appropriation and Expenditure (monthly)
5. Contract & Grant Awards Under \$1 Million (monthly)
6. Headcount Reports (monthly)
7. Headcount History Graph, Monthly Headcount Graph, & Staff Detail by Division

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The fiscal and administrative reports are for informational purposes only. State and federal funding supports critical school functions to uphold efforts toward obtaining the board's goals. This funding provides the most support to the Illinois' communities most in need.

Recommendations:

The fiscal and administrative reports are for informational purposes only and do not require board action.

ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2019 THROUGH 5/31/20
FY2020

	Appropriation Amount	Expended Year to Date	% Spent Year to Date	May Expenditures	Description
Personal Services and Related	42,026.0	35,761.8	85.1%	3,347.0	Salaries & Benefits
Contractual Services	184,260.9	73,666.8	40.0%	3,487.5	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	1,629.2	588.5	36.1%	1.4	Staff Travel
Commodities	276.0	94.0	34.1%	11.4	Supplies; Books
Printing	114.8	32.2	28.0%	27.0	Agency Printing
Equipment	449.5	208.9	46.5%	3.4	Computers; Printers; Furniture
Telecommunications	697.0	432.1	62.0%	5.6	Telecommunications Expenses
Auto Operations	25.0	16.6	66.4%	0.0	Operation of Agency Autos
Prompt Payment Act	641.1	15.4	2.4%	0.0	Prompt Payment
Refunds	10.5	3.4	40.0%	0.0	Refunds
Grants	12,346,431.8	9,532,059.2	77.2%	927,604.7	Awards and Grants
School Capital Grants	285,319.6	1,113.8	0.4%	61.8	School Construction, Maintenance, and Broadband Grants
CARES Act (ESEER Fund) Non-Approp	569,500.0	378.5	0.1%	378.5	CARES Act - Emergency Elem & Secondary Education Relief Fund
TOTAL	13,431,381.4	9,644,371.2	71.8%	934,928.3	

ILLINOIS STATE BOARD OF EDUCATION
CONTRACT DETAIL REPORT - 07/01/2019 THROUGH 5/31/2020
FY 2020

AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
ACCOUNTABILITY							
	NATIONAL CENTER FOR THE		Federal	\$331,500.00	\$100,958.02	\$28,298.29	30.5%
		Will provide research on accountability best practices, evaluate the functionality of Illinois accountability system and provide opportunities for state agency and staff to collaborate with the other state technical experts to refine and improve the States accountability system and assessments.					
ASSESSMENT							
	BREAKTHROUGH TECHNOLOGIES LLC		Federal	\$67,500.00	\$67,500.00	-	100.0%
		Breakthrough Technologies will transfer ownership of the AWS account it currently administers on ISBEs behalf for the Illinois Science Assesment to ISBE .					
	BREAKTHROUGH TECHNOLOGIES LLC		GRF	\$2,964,230.00	\$2,485,000.00	\$310,000.00	83.8%
		Will provide technology services related to the development, delivery and maintenance of an end-to-end assessment system that utilizes ISBEs existing ISA system .					
	COLLEGE ENTRANCE EXAM BOARD		GRF	\$4,770,500.00	\$4,770,500.00	-	100.0%
		Will administer, score and report the assessments of state and federal accountability in grades 9 through 11.					
	NCS PEARSON INC		Federal	\$4,027,572.24	\$4,027,572.24	-	100.0%
			GRF	\$18,347,829.12	\$14,169,887.76	-	77.2%
		Contractor will provide test administration services for the 3-8 assessment.					
	NEW MERIDIAN CORPORATION		GRF	\$801,146.00	\$801,145.08	-	100.0%
		Will license testing content for the 2020 IL Science Assessment to Breakthrough Technologies.					
	NEW MERIDIAN CORPORATION		GRF	\$6,362,600.00	\$5,237,577.68	-	82.3%
		Will provide high quality, Illinois standards-aligned assessment content and forms to ISBE that meet all state and federal requirements for the operational summative accountability assessments in reading/language arts and mathematics for grades 3-8.					
	SOUTHERN ILL UNIV-CARBONDALE		GRF	\$4,500,000.00	\$458,040.00	-	10.2%
		Will form a partnership with SIU to fulfill requirements under ESSA for the Illinois Science Assessment (ISA). Will provide a cadre of Illinois teachers, teacher retirees and graduate students to score ISA contracted response terms.					
	STATE OF KANSAS		Federal	\$2,558,000.00	\$2,112,250.00	-	82.6%
		Provide assessments aligned to the Common Core Essential Elements for students with the most significant cognitive disabilities.					
	UNIV OF WISCONSIN-MADISON		Federal	\$3,290,526.62	\$1,316,217.00	-	40.0%
			GRF	\$3,290,526.62	\$3,290,521.00	-	100.0%
		Evaluation services designed to assess the progress of children in attaining English proficiency as required by Title I of the No Child Left behind Act of 2001.					
CTE & INNOVATION							
	ILLINOIS STATE UNIV		Federal	\$259,870.00	\$161,673.80	\$36,188.68	62.2%
		Will support ISBE with the Method of Administration (MOA), which is a requirement under the Office of Civil Rights for school districts who have Career and Technical Education Programs .					
CURRICULUM & INSTRUCTION							
	CASEY-WESTFIELD CUSD 4C		Other State	\$117,100.00	\$117,100.00	-	100.0%
		School Technology Loan Agreement - Casey Westfield CUSD #C-4					
	COMMUNITY UNIT SCHOOL DIST 2		Other State	\$192,100.00	\$192,100.00	-	100.0%
		School Technology Loan Agreement - Robinson CUSD #2					

ILLINOIS STATE BOARD OF EDUCATION
CONTRACT DETAIL REPORT - 07/01/2019 THROUGH 5/31/2020
FY 2020

AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
CURRICULUM & INSTRUCTION							
	COUNTRY CLUB HILLS SD 160		Other State	\$227,200.00	\$227,200.00	\$227,200.00	100.0%
		Country Club Hills SD Tech Loan					
	COUNTY OF ST CLAIR SD 130		Other State	\$107,305.00	\$107,305.00	\$107,305.00	100.0%
		Smithton CCSD 13 School Tech Loan					
	ILLINOIS MATHEMATICS AND SCIENCE		Federal	\$200,000.00	\$163,181.35	\$27,702.51	81.6%
		Will develop resources for teachers to use with students in the classroom aligned to NGSS Science Standards and connected to STEM across the State of Illinois.					
	ILLINOIS STATE UNIV		Federal	\$1,740,013.75	\$869,947.94	-	50.0%
			GRF	\$225,000.00	\$157,081.53	-	69.8%
		Will convene and facilitate the work of multi-state teams to support common core statewide implementation planning. Provide leadership and coordination of the Partnership for the Assessment Readiness for College and Career (PARCC) Educator Leader Core.					
	JOPPA-MAPLE GROVE UD 38		Other State	\$50,000.00	\$50,000.00	\$50,000.00	100.0%
		Joppa Maple Grove UD1-Tech Loan					
	MEASUREMENT INCORPORATED		GRF	\$79,192.00	\$51,641.50	-	65.2%
		Will provide an independent evaluation to determine the degree and debt to which dissemination of best practices and effective innovation have occurred at existing charter schools and each awarded site and to determine what differences these activities have made.					
	SALEM SD 111		Other State	\$172,580.00	\$172,580.00	-	100.0%
		School Technology Loan Agreement - Salem ESD #111					
DATA STRATEGIES AND ANALYTICS							
	NATIONAL STUDENT CLEARINGHOUSE		GRF	\$78,207.00	\$39,103.50	-	50.0%
		Purchase of National Clearinghouse Data which will report the enrollment and progress of Illinois high school graduates who have matriculated to post secondary institutions within the United States.					
	NORTHERN ILLINOIS UNIVERSITY		Federal	\$597,270.00	\$175,000.00	-	29.3%
			GRF	\$1,110,938.00	\$922,549.64	\$105,098.73	83.0%
		Will revamp and update the My IIRC. Will develop a new continuous improvement planning document. New individual Student Data in a new district/admin/teacher dashboard which will be attached to ISBEs data system and update the 21st CCLC benchmarking tool.					
EARLY CHILDHOOD							
	AMERICAN INSTITUTE FOR RESEARCH		Federal	\$184,253.13	\$182,759.23	-	99.2%
		Will conduct a statewide birth to five early childhood needs assessment of the availability and quality of existing early childhood programs in Illinois.					
	AMERICAN INSTITUTE FOR RESEARCH		Federal	\$243,799.83	\$243,797.83	-	100.0%
		Will develop a statewide, birth to five Strategic Plan as described in the PreSchool Development Grant. Birth -5 federal grant award.					
	AMERICAN INSTITUTE FOR RESEARCH		Federal	\$148,499.15	\$145,320.00	-	97.9%
		Will study and develop recommendations on best practice based models of early childhood care and education governance to inform potential future reorganization of Illinois early childhood services and programs.					
	IL DEPT OF CHILDREN		Federal	\$252,945.62	\$98,497.83	-	38.9%
		Will support two activities; DCFS Early Childhood Home Visiting Specialist and enhancement to the DCFS Sunshine website.					

ILLINOIS STATE BOARD OF EDUCATION
CONTRACT DETAIL REPORT - 07/01/2019 THROUGH 5/31/2020
FY 2020

AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
EARLY CHILDHOOD							
	ILLINOIS ACTION FOR CHILDREN		GRF	\$1,200,000.00	\$836,557.60	\$143,079.89	69.7%
		A system of statewide supports for early childhood community systems (ECCS) development: training, technical assistance and coaching to community collaborations.					
	ILLINOIS ACTION FOR CHILDREN		Federal	\$297,306.00	\$257,416.00	-	86.6%
		Will enhance family, friend and neighbor (FFN) provider trainings by providing engaging and targeted supports to FFN early childhood services providers.					
	ILLINOIS NETWORK OF CHILD CARE		Federal	\$72,500.00	\$72,500.00	-	100.0%
		Credentialing and related fees and tuition reimbursement for the PDG B-5 Grant.					
	ILLINOIS NETWORK OF CHILD CARE		Federal	\$132,000.00	-	-	0.0%
		I/ECMCH Orientation - this project will expand on this existing effort and expand I/ECMH consultation to ECCE programs by training new consultants to implement the Illinois I/ECMHC Model.					
	ILLINOIS NETWORK OF CHILD CARE		GRF	\$500,000.00	\$500,000.00	-	100.0%
		Will provide individual based scholarship opportunities for practioners working in the field of Early Care and Education.					
	NATIONAL LOUIS UNIVERSITY		GRF	\$1,528,290.74	\$1,177,383.55	-	77.0%
		Will conduct program assessments of Preschool for All Children/Preschool Expansion programs using the Early Childhood Environment Rating Scale-Revised.					
	NORTHERN ILLINOIS UNIVERSITY		Federal	\$139,186.90	\$139,186.90	-	100.0%
		Will complete an analysis of the cost of providing high quality early care and education services to all families as well as an analysis of unduplicated count to inform the overall needs of assessment.					
	NORTHERN ILLINOIS UNIVERSITY		Federal	\$69,486.88	\$69,486.88	(\$2,013.12)	100.0%
		Will conduct a mulit-dimensional evaluation of the Preschool Expansion Grant Program.					
	PYRAMID MODEL CONSORTIUM		Federal	\$274,661.53	\$274,661.53	-	100.0%
		Will provide services for the implementation of the States Preschool Expansion Grant.					
	PYRAMID MODEL CONSORTIUM		GRF	\$122,000.00	\$88,140.38	\$21,277.00	72.2%
		Will provide services for the implementation of the States Preschool for All Expansion Grant.					
	REGENTS OF THE UNV OF CALIFORNIA		GRF	\$500,761.00	\$459,030.89	\$41,730.09	91.7%
		Will provide KidsTech software access and support and upgrade IL to an IL -K version of California's current DRDP.net, based on the multidimensional analysis of 5 essential domains using IL data, and including 14 measure flat file exports.					
	SANGAMON COUNTY ROE		GRF	\$942,161.00	\$672,188.95	\$202,818.83	71.3%
		Will provide approximately 16 part time KIDS Professional Development Consultants located throughout the state and one KIDS Professional Development Coordinator. Consultants will provide yearly KIDS teacher and administrator trainings to new staff, as well as personalized coaching to kindergarten classes located within their designated areas of service.					
	SCHOOL ASSN FOR SPECIAL EDUC		Federal	\$111,338.00	-	-	0.0%
		Project 1: Will develop and submit comprehensive work plan on the project: PD for Meaningful Inclusion to GOECD within 30 days of receipt of contract; listing specific goal, outcomes, metrics, activities, milestones, evidence, timeframe and person responsible for each deliverable. Project2: Will develop and submit comrehemside work plan on the project: Supporting Families Child Development Concerns.					

ILLINOIS STATE BOARD OF EDUCATION
CONTRACT DETAIL REPORT - 07/01/2019 THROUGH 5/31/2020
FY 2020

AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
EARLY CHILDHOOD							
	SCHOOL ASSN FOR SPECIAL EDUC		Federal	\$66,000.00	\$52,615.00	-	79.7%
		Will provide a summary of recommendations on inclusion of 0-5 year olds with disabilities in community based early childhood programs included in strategic plan use the surveys results of school districts and community based early childhood programs to identify how children with disabilities are supported within the community based early childhood programs, the barriers and what would be helpful to alleviate those barriers.					
	SCHOOL READINESS CONSULTING LLC		Federal	\$67,369.00	\$67,369.00	-	100.0%
		Will implement a demonstration project providing racial equity training to Preschool Development Grant-Expansion Grant (PEG) program administrators, adapting existing resources on racial equity in early childhood setting to fit the responsibilities of program administrators.					
	UNIVERSITY OF ILLINOIS		GRF	\$687,252.00	\$479,669.75	\$49,843.56	69.8%
		The U of I has established a secure website to house the Illinois Early Childhood Asset Map (IECAM) project. Will develop all aspects of website and update continually as new data becomes available. Will provide technical support to ISBE and other stakeholders.					
	UNIVERSITY OF ILLINOIS		GRF	\$350,000.00	\$225,606.71	\$38,259.08	64.5%
		Will provide the Early Learning Project Website which is a source of evidenced based , reliable information on early care and education for parents, caregivers, and teachers of young children in Illinois.					
	VANDER WEELE GROUP LLC		GRF	\$1,391,486.00	\$838,192.54	\$217,046.40	60.2%
		Will conduct Prevention Initiative Program monitoring, by implmenting as applicable a version of the Home Visit Rating Scales and a version of the Infant/Toddler Environment Rating Scales.					
	YWCA OF METROPOLITAN CHICAGO		Federal	\$56,997.00	\$56,997.00	-	100.0%
		Will conduct a completed review of the KTAC recommended practices and policy changes.					
EDUCATOR EFFECTIVENESS							
	HENDERSON KNOX MERCER WARREN		Federal	\$180,000.00	-	-	0.0%
		Will support the work of the Performance Evaluation Advisory Council (PEAC) which helps guide Illinois public school districts on the Performance Evaluation Reform Act.					
	ILLINOIS STATE UNIV		Federal	\$298,000.00	\$70,000.00	-	23.5%
		Provide services in support of NBPTS.					
	WESTAT INC		Federal	\$69,000.00	\$35,791.75	-	51.9%
		Will provide facilitation, content area and expertise and research best practice in the design and development of culturally responsive teaching standards.					
ESSA/IL-EMPOWER							
	MEASUREMENT INCORPORATED		Federal	\$171,702.00	\$105,048.00	\$21,645.00	61.2%
		Will evaluate ISBEs statewide system of support; IL-EMPOWER. Will collect, analyze and report to ISBE annually on implementation progress, impact on school continuous improvement and effectiveness for improving opportunity and outcomes for students.					
	SANGAMON COUNTY ROE		Federal	\$946,181.36	\$749,368.27	\$73,825.79	79.2%
		Will provide content expertise based on the New Illinois Learning Standards incorporating the Common Core to ISBE staff.					
FACILITY MANAGEMENT							
	ALZINA BUILDING II LLC		Federal	\$516,410.13	\$443,340.27	\$40,278.09	85.9%
			GRF	\$1,106,227.08	\$949,135.20	\$86,593.28	85.8%
			Other State	\$407,639.86	\$350,510.45	\$31,491.26	86.0%
		Lease of Springfield office space.					

ILLINOIS STATE BOARD OF EDUCATION
CONTRACT DETAIL REPORT - 07/01/2019 THROUGH 5/31/2020
FY 2020

AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
FEDERAL AND STATE MONITORING							
	VANDER WEELE GROUP LLC		Federal	\$77,612.92	\$77,612.92	-	100.0%
		Contract will cover monitoring of federal grants provided to CPS. Including a monitoring plan, work papers documenting testing activities and results subject to review and acceptance by ISBE periodically throughout fieldwork and a final report describing activities the activities performed and findings noted subject to review and acceptance by ISBE.					
	VANDER WEELE GROUP LLC		Federal	\$72,066.08	-	-	0.0%
		Will conduct monitoring activities according to agreed upon procedures related to federal and state education grants passed though ISBE to nine selected financially material grant recipients (excluding City of Chicago SD299).					
FISCAL SERVICES (FUNDS ONLY)							
	AUDITOR GENERAL OFFICE OF		Federal	\$385,374.00	\$385,374.00	\$385,374.00	100.0%
		ISBE share of federal audit costs					
FISCAL SUPPORT SERVICES							
	CROWE HORWATH LLP		GRF	\$89,000.00	\$85,680.00	-	96.3%
		Assist staff in extracting and compiling data from the Agency's Internal Accounting System.					
FUNDING AND DISBURSEMENTS							
	MTW SOLUTIONS LLC		Other State	\$62,040.55	\$47,040.55	-	75.8%
		Develop mechanism for extracting data from electronic E-Grants Management System.					
LEGAL							
	LANER MUCHIN DOMBROW BECKER LTD		GRF	\$148,500.00	\$132,787.50	\$11,957.50	89.4%
		In anticipation of litigation will serve as legal representative of the State Superintendent of ISBE. All pre-hearing, hearing and post hearing matters with respect to teachers certification.					
MULTILINGUAL							
	NORTHERN ILLINOIS UNIVERSITY		Federal	\$573,610.00	\$430,207.51	\$47,800.83	75.0%
		Will provide support to the state migrant education program local projects in the areas of identification and recruitment, professional development, curriculum, data collection and needs assessment. Also, inter and intra-state coordination, parent involvement, updating the state plan and outreach to out of school youth.					
	THE CENTER RESOURCES FOR		GRF	\$499,997.00	\$416,664.10	\$41,666.41	83.3%
		Will design and implement a system of targeted technical assistance primarily for schools and districts focused on school and districts focused on improvement to meet the needs of English Learners.					
	THE CENTER RESOURCES FOR		GRF	\$1,199,947.00	\$809,668.55	\$92,585.92	67.5%
		Will develop and deliver high quality, ongoing professional development to support English learners, biliteracy, and bilingual family engagement.					
	UNIVERSITY OF COLORADO		Federal	\$100,000.00	\$71,500.00	\$19,500.00	71.5%
		Literacy Squared to provide extensive professional development and technical assistance to districts implementing transitional bilingual and dual language programs.					
NUTRITION							
	CHICAGO CITY OF		Federal	\$125,000.00	\$115,350.00	-	92.3%
		Will provide health/food inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CAFCP) At-Risk program in the City of Chicago.					
	CN RESOURCE LLC		Federal	\$450,000.00	-	-	0.0%
		Conduct a complete NLSP admin review, school breakfast program review and menu certification review for the USDA 3 year NSLP review requirements.					

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NUTRITION							
	DUPAGE COUNTY HEALTH DEPT		Federal	\$108,250.00	\$10,000.00	\$10,000.00	9.2%
		Will conduct health/food safety inspections for the Summer Food Service Program (SFSP) and the Child and Adult Food Care Program (CACFP). At-Risk programs in the counties of Cook, DuPage, Kane, Kendall, Lake, McHenry and Will.					
	HAMBRICK & ASSOCIATES INC		Federal	\$500,000.00	-	-	0.0%
		Will provide selection and placement services for Summer Meal ads and announcements in various modes of transportation media.					
	LANTER DISTRIBUTING LLC		Federal	\$2,500,000.00	\$2,333,697.77	\$68,313.12	93.3%
		Will provide warehousing and delivery services for USDA foods used in the operation of the National School Lunch Program for School Food Authorities (SFAs) in Illinois.					
	PRECISION BUSINESS SOLUTIONS INC		Federal	\$95,000.00	\$18,020.00	\$1,564.00	19.0%
		Will provide individual(s) to conduct Administrative Reviews for appeals on an as-needed basis for the Child Nutrition Programs. Federal regulations require that ISBE provide appeal rights whenever fiscal action from reviews, denial of applications and revisions of claims.					
	PREMIER STAFFING SOURCE INC		Federal	\$56,475.00	\$56,475.00	-	100.0%
		10 temporary Field Monitors to conduct on-site monitoring visits to ensure ISBE meets the number of reviews required by Federal Regulations. Using Master Contract # CMS805912E.					
	UNIVERSITY OF ILLINOIS		Federal	\$281,250.00	\$281,250.00	-	100.0%
		Mentors used to help with the Specific, Measurable, Achievable, Relevant and Time based (SMART) goals concept to assist schools in implementing the new USDA requirements.					
PROJECT MANAGEMENT							
	MARUCCO STODDARD FERENBACH AND		Other State	\$1,059,150.00	\$1,052,027.00	\$1,485.00	99.3%
		Will design, develop and implement web-based applications to become a "one-stop shop" for Illinois School Districts and ISBE.					
REGULATORY SERVICES							
	EDUCATIONAL SVC REGION OFF		GRF	\$1,400,000.00	\$833,981.00	\$116,803.00	59.6%
		Statewide support technology system to provide professional development, technical assistance, network design consultation, leadership, technology planning consultation and information exchange.					
	ILLINOIS DEPT OF EMPLOYMENT SEC		GRF	\$240,000.00	-	-	0.0%
		A project between IBSE and IDES to securely connect Illinois public high school student data and employment data.					
	PEORIA COUNTY REGIONAL OFF OF ED		GRF	\$475,000.00	\$475,000.00	\$79,166.65	100.0%
		Will administer, plan and implement the Illinois Virtual School. Will include management and delivery of on-line courses for students as well professional development for educators.					
RESEARCH AND EVALUATION							
	OER ASSOCIATES		Federal	\$53,000.00	\$47,010.00	\$5,560.00	88.7%
		Will establish an equitable Pre-K through Grade 12 student achievement assessment system tied to Illinois State Standards that offers educators quick and frequent access to results that can be used to target instruction to student needs during the same year of testing.					
SCHOOL BUSINESS SERVICES							
	A-C CENTRAL CUSD 262		Other State	\$50,000.00	-	-	0.0%
		AC Central CUSD 262/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	AKIN CCSD 91		Other State	\$50,000.00	-	-	0.0%
		Akin CCSD 91/Maintenance Grant					
	ALBERS SD 63		Other State	\$50,000.00	-	-	0.0%
		Albers SD 63/Maintenance Grant					
	ALDEN HEBRON SD 19		Other State	\$50,000.00	-	-	0.0%
		Alden Hebron SD 19/Maintenance Grant					
	ALSIP-HAZLGRN-OAKLWN SD 126		Other State	\$50,000.00	-	-	0.0%
		Alsip Hazlgrn Oaklwn SD 126/Maintenance Grant					
	ALTON CUSD 11		Other State	\$50,000.00	-	-	0.0%
		Alton CUSD 11/Maintenance Grant					
	ALWOOD CUSD 225		Other State	\$50,000.00	-	-	0.0%
		Alwood CUSD 225/Maintenance Grant					
	AMBOY CUSD 272		Other State	\$50,000.00	-	-	0.0%
		Amboy CUSD 272/Maintenance Grant					
	ANNA JONESBORO CHSD 81		Other State	\$50,000.00	-	-	0.0%
		Anna-Jonesboro CHSD 81/Maintenance Grant					
	ANNA SD 37		Other State	\$50,000.00	-	-	0.0%
		Anna CCSD 37/Maintenance Grant					
	ANNAWAN CUSD 226		Other State	\$50,000.00	-	-	0.0%
		Annawan CUSD 226/Maintenance Grant					
	APTAKISIC-TRIPP CCSD 102		Other State	\$50,000.00	-	-	0.0%
		Aptakisic Tripp CCSD 102/Maintenance Grant					
	ARBOR PARK SD 145		Other State	\$50,000.00	-	-	0.0%
		Arbor Park SD 145/Maintenance Grant					
	ARCOLA CUSD 306		Other State	\$50,000.00	-	-	0.0%
		Arcola CUSD 306/Maintenance Grant					
	ARGENTA-OREANA CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Argenta-Oreana CUSD 1/Maintenance Grant					
	ASTORIA CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Astoria CUSD 1/Maintenance Grant					
	ATHENS CUSD 213		Other State	\$50,000.00	-	-	0.0%
		Athens CUSD 213/Maintenance Grant					
	ATWOOD HEIGHTS DISTRICT 125		Other State	\$50,000.00	-	-	0.0%
		Atwood Heights SD 125/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	AUBURN CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Auburn CUSD 10/Maintenance Grant					
	AURORA WEST SCHOOL DIST 129		Other State	\$50,000.00	-	-	0.0%
		Aurora West USD 129/Maintenance Grant					
	AVOCA SCHOOL DIST 37		Other State	\$50,000.00	-	-	0.0%
		Avoca SD 37/Maintenance Grant					
	BALL CHATHAM CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Ball Chatham CUSD 5/Maintenance Grant					
	BANNOCKBURN S D 106		Other State	\$50,000.00	-	-	0.0%
		Bannockburn SD 106/Maintenance Grant					
	BARTELSD SD 57		Other State	\$50,000.00	-	-	0.0%
		Bartelso SD 57/Maintenance Grant					
	BARTONVILLE SD 66		Other State	\$50,000.00	-	-	0.0%
		Bartonville SD 66/Maintenance Grant					
	BEARDSTOWN CUSD 15		Other State	\$50,000.00	-	-	0.0%
		Beardstown CUSD 15/Maintenance Grant					
	BEECHER CUSD 200U		Other State	\$50,000.00	-	-	0.0%
		Beecher CUSD 200U/Maintenance Grant					
	BELLEVILLE SD 118		Other State	\$50,000.00	-	-	0.0%
		Belleville SD 118/Maintenance Grant					
	BELLEVILLE TWP HSD 201		Other State	\$50,000.00	-	-	0.0%
		Belleville Twp HSD 201/Maintenance Grant					
	BELVIDERE CUSD 100		Other State	\$50,000.00	-	-	0.0%
	BEMENT CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Bement CUSD 5/Maintenance Grant					
	BENSENVILLE ELEM SCH DIST 2		Other State	\$50,000.00	-	-	0.0%
		Bensenville SD/Maintenance Grant					
	BENTON CCSD 47		Other State	\$50,000.00	-	-	0.0%
		Benton CCSD 47/Maintenance Grant					
	BENTON CHSD 103		Other State	\$50,000.00	-	-	0.0%
		Benton CHSD 103/Maintenance Grant					
	BERKELEY SD 87		Other State	\$50,000.00	-	-	0.0%
		Berkeley SD 87/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	BETHALTO CUSD 8		Other State	\$50,000.00	-	-	0.0%
		Bethalto CUSD 8/Maintenance Grant					
	BIG HOLLOW SD 38		Other State	\$50,000.00	-	-	0.0%
		Big Hollow SD 38 /Maintenance Grant					
	BLACK HAWK AREA SP ED DISTRI		Other State	\$50,000.00	-	-	0.0%
		Black Hawk Area Sp Ed District/Maint Grant					
	BLOOM TWP HSD 206		Other State	\$50,000.00	-	-	0.0%
		Bloom Twp HSD 206/Maintenance Grant					
	BLOOMINGDALE SD 13		Other State	\$50,000.00	-	-	0.0%
		Bloomington SD 13/Maintenance Grant					
	BLUE RIDGE CUSD 18		Other State	\$50,000.00	-	-	0.0%
		Blue Ridge CUSD 18/Maintenance Grant					
	BLUFORD UNIT SCHOOL DSTRCT 318		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Blueford Unit SD 318					
	BOARD OF EDUCATION DISTRICT 41		Other State	\$50,000.00	-	-	0.0%
		Glen Ellyn SD 41/Maintenance Grant					
	BOARD OF EDUCATION DISTRICT 80		Other State	\$50,000.00	-	-	0.0%
		Norridge SD 80/Maintenance Grant					
	BOARD OF EDUCATION SD 100		Other State	\$50,000.00	-	-	0.0%
		Berwyn South SD 100/Maintenance Grant					
	BOARD OF EDUCATION SD 189		Other State	\$50,000.00	-	-	0.0%
		East St. Louis SD 189/Maintenance Grant					
	BOARD OF EDUCATION		Other State	\$50,000.00	-	-	0.0%
		Evanston CCSD 65/Maintenance Grant					
	BOND COUNTY 2		Other State	\$50,000.00	-	-	0.0%
		Bond County CUSD 2/Maintenance Grant					
	BOURBONNAIS ESD 53		Other State	\$50,000.00	-	-	0.0%
		Bourbonnais SD 53/Maintenance Grant					
	BRADLEY BOURBONNAIS CHSD 307		Other State	\$50,000.00	-	-	0.0%
		Bradley Bourbonnais CHSD 307/Maintenance Grant					
	BRADLEY SD 61		Other State	\$50,000.00	-	-	0.0%
		Bradley SD 61/Maintenance Grant					
	BREMEN CHSD 228		Other State	\$50,000.00	-	-	0.0%
		Bremen CHSD 228/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	BROOKWOOD SD 167		Other State	\$50,000.00	-	-	0.0%
		Brookwood SD 167/Maintenance Grant					
	BROWN COUNTY CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Brown County CUSD 1/Maintenance Grant					
	BROWNSTOWN CUSD 201		Other State	\$50,000.00	-	-	0.0%
		Brownstown CUSD 201/Maintenance Grant					
	BUNKER HILL CUSD 8		Other State	\$50,000.00	-	-	0.0%
		Bunker Hill CUSD 8/Maintenance Grant					
	BUTLER SD 53		Other State	\$50,000.00	-	-	0.0%
		Butler SD 53/Maintenance Grant					
	BYRON COMMUNITY UNIT SD 226		Other State	\$50,000.00	-	-	0.0%
		Byron CUSD 226/Maintenance Grant					
	CAHOKIA CUSD 187		Other State	\$50,000.00	-	-	0.0%
		Cahokia USD 187/Maintenance Grant					
	CAIRO SD 1		Other State	\$50,000.00	-	-	0.0%
		Cairo USD 1/Maintenance Grant					
	CALHOUN CUSD 40		Other State	\$50,000.00	-	-	0.0%
		Calhoun CUSD 40/Maintenance Grant					
	CALUMET CITY SD 155		Other State	\$50,000.00	-	-	0.0%
		Calumet City SD 155/Maintenance Grant					
	CAMBRIDGE CUSD 227		Other State	\$50,000.00	-	-	0.0%
		Cambridge CUSD 227/Maintenance Grant					
	CANTON UNION SD 66		Other State	\$50,000.00	-	-	0.0%
		Canton Union SD 66/Maintenance Grant					
	CAPITAL AREA CAREER CENTER		Other State	\$50,000.00	-	-	0.0%
		Capital Area Career Center/Maint Grant					
	CARBONDALE CHSD 165		Other State	\$50,000.00	-	-	0.0%
		Carbondale CHSD 165/Maintenance Grant					
	CARBONDALE ELEMENTARY SD 95		Other State	\$50,000.00	-	-	0.0%
		Carbondale Elem SD/Maintenance Grant					
	CARLYLE CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Carlyle CUSD 1/Maintenance Grant					
	CARMI-WHITE COUNTY CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Carmi-White County CUSD 5/Maint Grant					

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SCHOOL BUSINESS SERVICES							
	CARROLLTON CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Carrollton CUSD 1/Maintenance Grant					
	CARTHAGE ELEMENTARY DISTRICT 317		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Carthage ESD 317					
	CARY CCSD 26		Other State	\$50,000.00	-	-	0.0%
		Cary CCSD 26/Maintenance Grant					
	CASEY-WESTFIELD CUSD 4C		Other State	\$50,000.00	-	-	0.0%
		Casey-Westfield CUSD 4C/Maintenance Grant					
	CENTER CASS SD 66		Other State	\$50,000.00	-	-	0.0%
		Center Cass SD 66 /Maintenance Grant					
	CENTRAL A AND M COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
		Central A & M CUSD 21/Maintenance Grant					
	CENTRAL CUSD 301		Other State	\$50,000.00	-	-	0.0%
		Central CUSD 301/Maintenance Grant					
	CENTRAL CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Central CUSD 4/Maintenance Grant					
	CENTRAL STICKNEY SD 110		Other State	\$50,000.00	-	-	0.0%
		Central Stickney SD 110/Maintenance Grant					
	CENTRALIA HSD 200		Other State	\$50,000.00	-	-	0.0%
		Centralia HSD 200/Maintenance Grant					
	CENTRALIA SD 135		Other State	\$50,000.00	-	-	0.0%
		Centralia SD 135/Maintenance Grant					
	CENTURY CUSD 100		Other State	\$50,000.00	-	-	0.0%
		Century CUSD 100/Maintenance Grant					
	CERRO GORDO CUSD 100		Other State	\$50,000.00	-	-	0.0%
		Cerro Gordo CUSD 100/Maintenance Grant					
	CHADWICK-MILLEDGEVILLE CUSD 399		Other State	\$50,000.00	-	-	0.0%
		Chadwick-Milledgeville CUSD 399/Maint Grant					
	CHAMPAIGN CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Champaign CUSD 4/Maintenance Grant					
	CHESTER CUSD 139		Other State	\$50,000.00	-	-	0.0%
		Chester CUSD 139/Maintenance Gran					
	CHESTER-EAST LINCOLN CCSD 61		Other State	\$50,000.00	-	-	0.0%
		New Holland-Middletown ED 88 Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	CHICAGO RIDGE SD 1275		Other State	\$50,000.00	-	-	0.0%
		Chicago Ridge SD 127-5/Maintenance Grant					
	CLAY CITY CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Clay City CUSD 10/Maintenance Grant					
	CLINTON CUSD 15		Other State	\$50,000.00	-	-	0.0%
		Clinton CUSD 15/Maintenance Grant					
	COAL CITY CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Coal City CUSD 1/Maintenance Grant					
	COBDEN UNIT SCHOOL DISTRICT 17		Other State	\$50,000.00	-	-	0.0%
		Cobden SUD 17/Maintenance Grant					
	COLLINSVILLE CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Collinsville CUSD 10/Maintenance Grant					
	COLONA SD 190		Other State	\$50,000.00	-	-	0.0%
		Colona SD 190/Maintenance Grant					
	COLUMBIA CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Columbia CUSD 4 -TM/Maintenance Grant					
	COMM CONS SCH DIST 180		Other State	\$50,000.00	-	-	0.0%
		CCSD Burr Ridge 180/Maintenance Grant					
	COMM CONS SCH DIST 181		Other State	\$50,000.00	-	-	0.0%
		Hinsdale CCSD 181/Maintenance Grant					
	COMM CONS SCHOOL DISTRICT NO 15		Other State	\$50,000.00	-	-	0.0%
		Palatine CCSD 15/Maintenance Grant					
	COMM UNIT SCHOOL DISTRICT 271		Other State	\$50,000.00	-	-	0.0%
		Paris-Union SD 95/Maintenance Grant					
	COMMUNITY CONS SCH DIST 146		Other State	\$50,000.00	-	-	0.0%
		Tinley Park CCSD 146/Maintenance Grant					
	COMMUNITY CONS SCH DIST 204		Other State	\$50,000.00	-	-	0.0%
		CCSD Pinckneyville 204/Maintenance Grant					
	COMMUNITY CONS SCH DIST 89		Other State	\$50,000.00	-	-	0.0%
		CCSD 89/Maintenance Grant					
	COMMUNITY CONS SCHOOL DIST 93		Other State	\$50,000.00	-	-	0.0%
		Comm Cons SD 93/Maintenance Grant					
	COMMUNITY CONSOLIDATED DIST 6		Other State	\$50,000.00	-	-	0.0%
		New Hope CCSD 6/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	COMMUNITY CONSOLIDATED SCHOOL		Other State	\$50,000.00	-	-	0.0%
		Grayslake CCSD 46/Maintenance Grant					
	COMMUNITY CONSOLIDATED SD 17		Other State	\$50,000.00	-	-	0.0%
		Jasper CCSD 17/Maintenance Grant					
	COMMUNITY CONSOLIDATED SD 59		Other State	\$50,000.00	-	-	0.0%
		Arlington Heights Comm Cons SD 59/Maintenance Grant					
	COMMUNITY HIGH SCHOOL DIST 128		Other State	\$50,000.00	-	-	0.0%
		CHSD 128/Maintenance Grant					
	COMMUNITY HIGH SCHOOL DIST 155		Other State	\$50,000.00	-	-	0.0%
		CHSD 155/Maintenance Grant					
	COMMUNITY HIGH SCHOOL DIST 99		Other State	\$50,000.00	-	-	0.0%
		CHSD 99/Maintenance Grant					
	COMMUNITY U S D 3		Other State	\$50,000.00	-	-	0.0%
		Donovan CUSD 3/Maintenance Grant					
	COMMUNITY UNIT DIST 425		Other State	\$50,000.00	-	-	0.0%
		Indian Creek CUSD 425/Maintenance Grant					
	COMMUNITY UNIT DISTRICT 203		Other State	\$50,000.00	-	-	0.0%
		Naperville CUSD 203/Maintenance Grant					
	COMMUNITY UNIT DISTRICT 3		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Kansas CUSD 3					
	COMMUNITY UNIT DISTRICT NO 16		Other State	\$50,000.00	-	-	0.0%
		New Berlin CUSD 16/Maintenance Grant					
	COMMUNITY UNIT DISTRICT NO 3		Other State	\$50,000.00	-	-	0.0%
		Crab Orchard CUSD 3/Maintenance Grant					
	COMMUNITY UNIT SCH DIST 220		Other State	\$50,000.00	-	-	0.0%
		Barrington CUSD 220/Maintenance Grant					
	COMMUNITY UNIT SCH DIST 7		Other State	\$50,000.00	-	-	0.0%
		Tolono CUSD 7/Maintenance Grant					
	COMMUNITY UNIT SCH DIST NO 1		Other State	\$50,000.00	-	-	0.0%
		Payson CUSD 1/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 200		Other State	\$50,000.00	-	-	0.0%
		Comm USD 200 - Wheaton/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 200		Other State	\$50,000.00	-	-	0.0%
		Woodstock CUSD 200/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	COMMUNITY UNIT SCHOOL DIST 201		Other State	\$50,000.00	-	-	0.0%
		CUSD 201/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 2		Other State	\$50,000.00	-	-	0.0%
		Robinson CUSD 2/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 300		Other State	\$50,000.00	-	-	0.0%
		CUSD 300/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 303		Other State	\$50,000.00	-	-	0.0%
		St. Charles CUSD 303/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 308		Other State	\$50,000.00	-	-	0.0%
		Oswego CUSD 308/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 3		Other State	\$50,000.00	-	-	0.0%
		Central CUSD 3/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 3		Other State	\$50,000.00	-	-	0.0%
		Mahomet-Seymour CUSD 3/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 4		Other State	\$50,000.00	-	-	0.0%
		Paris CUSD 4/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 50		Other State	\$50,000.00	-	-	0.0%
		Teutopolis CUSD 50/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 60		Other State	\$50,000.00	-	-	0.0%
		Waukegan CUSD 60/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DIST 95		Other State	\$50,000.00	-	-	0.0%
		Lake Zurich CUSD 95/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DISTRICT 1		Other State	\$50,000.00	-	-	0.0%
		Winchester CUSD 1/Maintenance Grant					
	COMMUNITY UNIT SCHOOL DISTRICT		Other State	\$50,000.00	-	-	0.0%
		Sterling CUSD 5/Maintenance Grant					
	COMMUNITY UNIT SCHOOL NO 2		Other State	\$50,000.00	-	-	0.0%
		Serena CUSD 2/Maintenance Grant					
	CONS HIGH SCH DIST 125		Other State	\$50,000.00	-	-	0.0%
		Adlai E Stevenson Dist 125/Maintenance Grant					
	CONSOLIDATED HIGH SCH DIST 230		Other State	\$50,000.00	-	-	0.0%
		CHSD Orland Park 230/Maintenance Grant					
	COOK CNTY BD EDUCATION 083		Other State	\$50,000.00	-	-	0.0%
		Manheim SD 83/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	COOK CO BD OF ED 89		Other State	\$50,000.00	-	-	0.0%
		Maywood-Melrose Park-Broadview SD 89/Maint Grant					
	COOK CO SCHOOL DIST 102		Other State	\$50,000.00	-	-	0.0%
		LaGrange SD 102/Maintenance Grant					
	COOK COUNTY CONSOLIDATED SD 21		Other State	\$50,000.00	-	-	0.0%
		Wheeling CCSD 21/Maintenance Grant					
	COOK COUNTY HSD 201		Other State	\$50,000.00	-	-	0.0%
		J S Morton HSD 201/Maintenance Grant					
	COOK COUNTY SCHOOL DIST 151		Other State	\$50,000.00	-	-	0.0%
		South Holland SD 151/Maintenance Grant					
	COOK COUNTY SCHOOL DISTRICT 133		Other State	\$50,000.00	-	-	0.0%
		Gen George Patton SD 133/Maint Grant					
	COOK COUNTY SCHOOL DISTRICT 36		Other State	\$50,000.00	-	-	0.0%
		Winnetka SD 36/Maintenance Grant					
	CORNELL CCSD 426		Other State	\$50,000.00	-	-	0.0%
		Cornell CCSD 426/Maintenance Grant					
	COULTERVILLE USD 1		Other State	\$50,000.00	-	-	0.0%
		Coulterville USD 1/Maintenance Grant					
	COUNTY OF CHRISTIAN TAYLORVILLE		Other State	\$50,000.00	-	-	0.0%
		Taylorville CUSD 3/Maintenance Grant					
	COUNTY OF COLE		Other State	\$50,000.00	-	-	0.0%
		Oakland CUSD 5/School Maintenance Grant					
	COUNTY OF COOK SCHOOL DIST 122		Other State	\$50,000.00	-	-	0.0%
		Ridgeland SD 122/Maintenance Grant					
	COUNTY OF COOK SCHOOL DIST 157		Other State	\$50,000.00	-	-	0.0%
		Hoover-Schrum Memorial SD 157/Maint Grant					
	COUNTY OF COOK SCHOOL DIST 98		Other State	\$50,000.00	-	-	0.0%
		Berwyn North SD 98/Maintenance Grant					
	COUNTY OF COOK SD 99		Other State	\$50,000.00	-	-	0.0%
		Cicero SD 99/Maintenance Grant					
	COUNTY OF DUPAGE SCHOOL DIST 4		Other State	\$50,000.00	-	-	0.0%
		Addison SD 4/Maintenance Grant					
	COUNTY OF DUPAGE		Other State	\$50,000.00	-	-	0.0%
		Cass SD 63/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	COUNTY OF GRUNDY SD 111		Other State	\$50,000.00	-	-	0.0%
		Minooka CHSD 111- Maintenance Grant					
	COUNTY OF JACKSON		Other State	\$50,000.00	-	-	0.0%
		Murphysboro CUSD 186/Maintenance Grant					
	COUNTY OF JEFFERSON SD 82		Other State	\$50,000.00	-	-	0.0%
		Bethel SD 82/Maintenance Grant					
	COUNTY OF KANKAKEE SCH DIST 258		Other State	\$50,000.00	-	-	0.0%
		St George CCSD 258/Maintenance Grant					
	COUNTY OF LASALLE SD 280		Other State	\$50,000.00	-	-	0.0%
		Mendota Twp HSD 280/Maintenance Grant					
	COUNTY OF MACOUPIN CUSD 1		Other State	\$50,000.00	-	-	0.0%
	COUNTY OF ST CLAIR SD 130		Other State	\$50,000.00	-	-	0.0%
		Smithton CCSD 130/Maintenance Grant					
	COUNTY OF TAZEWell SD 309		Other State	\$50,000.00	-	-	0.0%
		East Peoria CHSD 309/Maintenance Grant					
	COUNTY OF UNION SCH DIST NO 43		Other State	\$50,000.00	-	-	0.0%
		County of Union SD 43/Maintenance Grant					
	COUNTY OF WAYNE		Other State	\$50,000.00	-	-	0.0%
		Geff CCSD 14/Maintenance Grant					
	COUNTY OF WILL SCHOOL DIST 88		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Chaney-Monge SD 88					
	COUNTY OF WILL SD90		Other State	\$50,000.00	-	-	0.0%
		Taft SD 90/Maintenance Grant					
	COUNTY OF WOODFORD SCHOOL		Other State	\$50,000.00	-	-	0.0%
		County of Woodford School/Maint Grant					
	COUNTY OF WOODFORD-EUREKA		Other State	\$50,000.00	-	-	0.0%
		Eureka CUD 140/Maintenance Grant					
	COWDEN-HERRICK CUSD 3A		Other State	\$50,000.00	-	-	0.0%
		Cowden-Herrick CUSD 3A/Maintenance Grant					
	CRAWFORD COUNTY COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
		Palestine CUSD 3/Maintenance Grant					
	CRESTON CCSD 161		Other State	\$50,000.00	-	-	0.0%
		Creston CCSD 161/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	CRETE-MONEE COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
		Crete Monee CUSD 201U/Maintenance Grant					
	CREVE COEUR SD 76		Other State	\$50,000.00	-	-	0.0%
		Creve Coeur SD 76/Maintenance Grant					
	CRYSTAL LAKE CCSD 47		Other State	\$50,000.00	-	-	0.0%
		Crystal Lake CCSD 47/Maintenance Grant					
	CYPRESS SD 64		Other State	\$50,000.00	-	-	0.0%
		Cypress SD 64/Maintenance Grant					
	DAKOTA CUSD 201		Other State	\$50,000.00	-	-	0.0%
		Dakota CUSD 201/Maintenance Grant					
	DALZELL SD 98		Other State	\$50,000.00	-	-	0.0%
		Dalzell SD 98/Maintenance Grant					
	DAMIANSVILLE SD 62		Other State	\$50,000.00	-	-	0.0%
		Damiansville Elem SD 62/Maintenance Grant					
	DANVILLE CCSD 118		Other State	\$50,000.00	-	-	0.0%
		Danville CCSD 118/Maintenance Grant					
	DARIEN SD 61		Other State	\$50,000.00	-	-	0.0%
		Darien SD 61/Maintenance Grant					
	DEER CREEK-MACKINAW CUSD 701		Other State	\$50,000.00	-	-	0.0%
		Deer Park-Mackinaw CUSD 701/Maintenance Grant					
	DEERFIELD SD 109		Other State	\$50,000.00	-	-	0.0%
		Deerfield SD 109/Maintenance Grant					
	DEKALB CUSD 428		Other State	\$50,000.00	-	-	0.0%
		DeKalb CUSD 428/Maintenance Grant					
	DELAND-WELDON CUSD 57		Other State	\$50,000.00	-	-	0.0%
		Deland-Weldon CUSD 57/Maintenance Grant					
	DELAVAN CUSD 703		Other State	\$50,000.00	-	-	0.0%
		Delavan CUSD 703/Maintenance Grant					
	DEPUE CUSD 103		Other State	\$50,000.00	-	-	0.0%
		DePue USD 103/Maintenance Grant					
	DESOTO CCSD 86		Other State	\$50,000.00	-	-	0.0%
		Desoto Cons SD 86/Maintenance Grant					
	DIETERICH CUSD 30		Other State	\$50,000.00	-	-	0.0%
		AC Central CUSD 262/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	DIMMICK CCSD #175		Other State	\$50,000.00	-	-	0.0%
		Dimmick CCSD 175/Maintenance Grant					
	DIXON CUSD 170		Other State	\$50,000.00	-	-	0.0%
		Dixon USD 170/Maintenance Grant					
	DOLTON CUSD 149		Other State	\$50,000.00	-	-	0.0%
		Dolton SD 149/Maintenance Grant					
	DOWNERS GROVE GSD 58		Other State	\$50,000.00	-	-	0.0%
		Downers Grove SD 58/Maintenance Grant					
	DU QUOIN COMMUNITY UNIT SD 300		Other State	\$50,000.00	-	-	0.0%
		DuQuoin CUSD 300/Maintenance Grant					
	DUPAGE HSD 88		Other State	\$50,000.00	-	-	0.0%
		DuPage HSD 88/Maintenance Grant					
	DUPO CUSD 196		Other State	\$50,000.00	-	-	0.0%
		Dupo SD 196/Maintenance Grant					
	DURAND CUSD 322		Other State	\$50,000.00	-	-	0.0%
		Durand CUSD 322/Maintenance Grant					
	DWIGHT COMMON SD 232		Other State	\$50,000.00	-	-	0.0%
		Dwight Common SD 232/Maintenance Grant					
	DWIGHT TWP HSD 230		Other State	\$50,000.00	-	-	0.0%
		Dwight Twp HSD 230/Maintenance Grant					
	EARLVILLE CUSD 9		Other State	\$50,000.00	-	-	0.0%
	EAST ALTON SD 13		Other State	\$50,000.00	-	-	0.0%
		East Alton SD 13/Maintenance Grant					
	EAST COLOMA-NELSON CONS ELEM		Other State	\$50,000.00	-	-	0.0%
		East Coloma-Nelson CESD 20/Maintenance Grant					
	EAST MOLINE SD 37		Other State	\$50,000.00	-	-	0.0%
		East Moline SD 37/Maintenance Grant					
	EAST PEORIA SD 86		Other State	\$50,000.00	-	-	0.0%
		East Peoria SD 86/Maintenance Grant					
	EASTLAND CUSD 308		Other State	\$50,000.00	-	-	0.0%
		Eastland CUSD 308/Maintenance Grant					
	EDWARDS COUNTY CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Edward Cty CUSD 1/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	EDWARDSVILLE SD 7		Other State	\$50,000.00	-	-	0.0%
		Edwardsville CUSD 7/Maintenance Grant					
	EFFINGHAM CUSD 40		Other State	\$50,000.00	-	-	0.0%
		Effingham CUSD 40/Maintenance Grant					
	EGYPTIAN CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Egyptian CUSD 5/Maintenance Grant					
	ELDORADO CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Eldorado CUSD 4/Maintenance Grant					
	ELMWOOD CUSD 322		Other State	\$50,000.00	-	-	0.0%
		Elmwood CUSD 322/Maintenance Grant					
	ELVERADO CUSD 196		Other State	\$50,000.00	-	-	0.0%
		Elverado CUSD 196/Maintenance Grant					
	EMMONS SD 33		Other State	\$50,000.00	-	-	0.0%
		Emmons Grade SD 33/Maintenance Grant					
	ESWOOD CCD 269		Other State	\$50,000.00	-	-	0.0%
		Eswood CCSD 269/Maintenance Grant					
	FAIRFIELD CHSD 225		Other State	\$50,000.00	-	-	0.0%
		Fairfield CHSD 225/Maintenance Grant					
	FAIRMONT SD 89		Other State	\$50,000.00	-	-	0.0%
		Fairmont SD 89/Maintenance Grant					
	FAIRVIEW SD 72		Other State	\$50,000.00	-	-	0.0%
		Fairview SD 72/Maintenance Grant					
	FARMINGTON CENTRAL CUSD 265		Other State	\$50,000.00	-	-	0.0%
		Farmington Central CUSD 265 Maint Grant					
	FENTON CHSD 100		Other State	\$50,000.00	-	-	0.0%
		Fenton CHSD 100/School Maintenance Grant					
	FIELDCREST COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
		Fieldcrest CUSD 6/Maintenance Grant					
	FLANAGAN-CORNELL UNIT DIST 74		Other State	\$50,000.00	-	-	0.0%
		Flanagan-Cornell Dist 74/Maint Grant					
	FLOSSMOOR SD 161		Other State	\$50,000.00	-	-	0.0%
		Flossmoor SD 161/Maintenance Grant					
	FORD HEIGHTS SD 169		Other State	\$50,000.00	-	-	0.0%
		Ford Heights SD 169/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	FOREST RIDGE SD 142		Other State	\$50,000.00	-	-	0.0%
		Forest Ridge SD 142/Maintenance Grant					
	FORRESTVILLE VALLEY CUSD 221		Other State	\$50,000.00	-	-	0.0%
		Forrestville Valley CUSD 221/Maintenance Grant					
	FOUR RIVERS SPEC EDUC DIST		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Four Rivers Special Ed Dist					
	FOX LAKE GSD 114		Other State	\$50,000.00	-	-	0.0%
		Fox Lake GSD 114/Maintenance Grant					
	FOX RIVER GROVE CSD 3		Other State	\$50,000.00	-	-	0.0%
		Fox River Grove CCSD 3/Maintenance Grant					
	FRANKFORT CCSD 157C		Other State	\$50,000.00	-	-	0.0%
		Frankfort CCSD 157C/Maintenance Grant					
	FRANKFORT COMMUNITY UNIT 168		Other State	\$50,000.00	-	-	0.0%
		Frankfort CUSD 168/Maintenance Grant					
	FRANKLIN PARK SD 84		Other State	\$50,000.00	-	-	0.0%
		Franklin Park SD 84/Maintenance Grant					
	FREEBURG CCSD 70		Other State	\$50,000.00	-	-	0.0%
		Freeburg CCSD 70/Maintenance Grant					
	FREEBURG CHSD 77		Other State	\$50,000.00	-	-	0.0%
		Freeburg CHSD 77/Maintenance Grant					
	FREEPORT SD 145		Other State	\$50,000.00	-	-	0.0%
		Freeport SD 145/Maintenance Grant					
	FREMONT SD 79		Other State	\$50,000.00	-	-	0.0%
		Fremont SD 79/Maintenance Grant					
	FULTON COUNTY CUSD 3		Other State	\$50,000.00	-	-	0.0%
		CUSD 3 Fulton County/Maintenance Grant					
	GALATIA CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Galatia CUSD 1/Maintenance Grant					
	GALENA UNIT SCHOOL DISTRICT		Other State	\$50,000.00	-	-	0.0%
		Galena USD 120/Maintenance Grant					
	GALESBURG CUSD 205		Other State	\$50,000.00	-	-	0.0%
		Galesburg CUSD 205/Maintenance Grant					
	GALLATIN CUSD 7		Other State	\$50,000.00	-	-	0.0%
		Gallatin CUSD 7/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	GALVA CUSD 224		Other State	\$50,000.00	-	-	0.0%
		Galva CUSD 224/Maintenance Grant					
	GARDNER CCSD 72C		Other State	\$50,000.00	-	-	0.0%
		Gardner CCSD 72C/Maintenance Grant					
	GARDNER S WILMINGTON THSD 73		Other State	\$50,000.00	-	-	0.0%
		Gardner-S Wilmington SD/Maint Grant					
	GAVIN SD 37		Other State	\$50,000.00	-	-	0.0%
		Gavin SD 37/Maintenance Grant					
	GENESEO CUSD 228		Other State	\$50,000.00	-	-	0.0%
		Geneseo CUSD 228/Maintenance Grant					
	GENOA KINGSTON CUSD 424		Other State	\$50,000.00	-	-	0.0%
		Genoa-Kingston CUSD 424/Maintenance Grant					
	GEORGETOWN RIDGE FARM CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Georgetown-Ridge Farm CUSD 4/Maintenance					
	GERMANTOWN SD 60		Other State	\$50,000.00	-	-	0.0%
		Germantown SD 60/Maintenance Grant					
	GIANT CITY CCSD 130		Other State	\$50,000.00	-	-	0.0%
		Giant City CCSD 130/Maintenance Grant					
	GIBSON-MELVIN-SIBLEY CUSD 5		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Gibson City-Melvin-Sibley CUSD 5					
	GILLESPIE CUSD 7		Other State	\$50,000.00	-	-	0.0%
		Gillespie CUSD 7/Maintenance Grant					
	GLENBARD TOWNSHIP HIGH SCHOOL		Other State	\$50,000.00	-	-	0.0%
		Glenbard Twp HSD 87/Maintenance Grant					
	GLENCOE SD 35		Other State	\$50,000.00	-	-	0.0%
		Glencoe SD 35/Maintenance Grant					
	GOREVILLE CUD 1		Other State	\$50,000.00	-	-	0.0%
		Goreville CUSD 1/Maintenance Grant					
	GOWER SD 62		Other State	\$50,000.00	-	-	0.0%
		Gower SD 62/Maintenance Grant					
	GRAND PRAIRIE CCSD 6		Other State	\$50,000.00	-	-	0.0%
		Grand Prairie CCSD 6/Maintenance Grant					
	GRANITE CITY CUSD 9		Other State	\$50,000.00	-	-	0.0%
		Granite City CUSD 9/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	GRANT CHSD 124		Other State	\$50,000.00	-	-	0.0%
		Grant CHSD 124/Maintenance Grant					
	GRASS LAKE SD 36		Other State	\$50,000.00	-	-	0.0%
		Grass Lake SD 36/Maintenance Grant					
	GRAYVILLE CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Grayville CUSD 1/Maintenance Grant					
	GREENFIELD CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Greenfield CUSD 10/Maintenance Grant					
	GREENVIEW CUSD 200		Other State	\$50,000.00	-	-	0.0%
		Greenview CUSD 200/Maintenance Grant					
	GURNEE SD 56		Other State	\$50,000.00	-	-	0.0%
		Gurnee SD 56/Maintenance Grant					
	HAMILTON CNTY CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Hamilton Co CUSD 10/Maintenance Grant					
	HARDIN CNTY CUD 1		Other State	\$50,000.00	-	-	0.0%
		Hardin Cty CUSD 1/Maintenance Grant					
	HARLEM CONSOLIDATED SD 122		Other State	\$50,000.00	-	-	0.0%
		Harlem USD 122/Maintenance Grant					
	HARRISBURG CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Harrisburg CUSD 3/Maintenance Grant					
	HARRISON SD 36		Other State	\$50,000.00	-	-	0.0%
		Harrison Elem SD 36/Maintenance Grant					
	HARTSBURG EMDEN CUSD 21		Other State	\$50,000.00	-	-	0.0%
		Hartsburg Emden CUSD 21/Maint Grant					
	HARVARD CUSD 50		Other State	\$50,000.00	-	-	0.0%
		Harvard CUSD 50/Maintenance Grant					
	HARVEY SD 152		Other State	\$50,000.00	-	-	0.0%
		Harvey SD 152/Maintenance Grant					
	HAVANA CUSD 126		Other State	\$50,000.00	-	-	0.0%
		Havana CUSD 126/Maintenance Grant					
	HERRIN CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Herrin CUSD 4/Maintenance Grant					
	HERSCHER CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Herschler CUSD 2/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	HEYWORTH CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Heyworth CUSD 4/Maintenance Grant					
	HIGHLAND CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Highland CUSD 5/Maintenance Grant					
	HILLSIDE SD 93		Other State	\$50,000.00	-	-	0.0%
		Hillside SD 93/Maintenance Grant					
	HINCKLEY BIG ROCK CUSD 429		Other State	\$50,000.00	-	-	0.0%
		Hinckley Big Rock CUSD 429/Maintenance Grant					
	HINSDALE DIST 86		Other State	\$50,000.00	-	-	0.0%
		Hinsdale Twp HSD 86/Maintenance Grant					
	HOLLIS CSD 328		Other State	\$50,000.00	-	-	0.0%
		Hollis Cons SD 328/Maintenance Grant					
	HOMER CCSD 33		Other State	\$50,000.00	-	-	0.0%
		Homer CCSD 33C/Maintenance Grant					
	HOMEWOOD FLOSSMOOR CHSD 233		Other State	\$50,000.00	-	-	0.0%
		Homewood Flossmoor CHSD 233/Maintenance					
	HOMEWOOD SD 153		Other State	\$50,000.00	-	-	0.0%
		Homewood SD 153/Maintenane Grant					
	HONONEGAH CHSD 207		Other State	\$50,000.00	-	-	0.0%
		Hononegah CHD 207/Maintenance Grant					
	HUNTLEY COMMUNITY SCHOOL		Other State	\$50,000.00	-	-	0.0%
		Cons SD 158/Maintenance Grant					
	ILLINI BLUFFS CUSD 327		Other State	\$50,000.00	-	-	0.0%
		Illini Bluffs CUSD 327/Maintenance Grant					
	ILLINI CENTRAL SCHOOL DIST 189		Other State	\$50,000.00	-	-	0.0%
		Creve Coeur SD 76/Maintenance Grant					
	ILLINI WEST HSD 307		Other State	\$50,000.00	-	-	0.0%
		Illini West HSD 307/Maintenance Grant					
	ILLINOIS VALLEY CENTRAL UNIT 321		Other State	\$50,000.00	-	-	0.0%
		Illinois Valley Central CUSD 321/Maintenenance Grant					
	INDIAN PRAIRIE 204		Other State	\$50,000.00	-	-	0.0%
		Indian Prairie CUSD 204/Maintenance Grant					
	INDIAN SPRINGS SD 109		Other State	\$50,000.00	-	-	0.0%
		Indian Springs SD 109/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	IROQUOIS COUNTY CUSD 9		Other State	\$50,000.00	-	-	0.0%
		Iroquois County SD 9/Maintenance Grant					
	IROQUOIS WEST CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Iroquois West CUSD 10/Maintenance Grant					
	ITASCA PUBLIC SCHOOLS DIST 10		Other State	\$50,000.00	-	-	0.0%
		Itasca SD 10/Maintenance Grant					
	IUKA COMMUNITY CONSOLIDATED SC		Other State	\$50,000.00	-	-	0.0%
		Iuka CCSD 7/Maintenance Grant					
	JACKSONVILLE SD 117		Other State	\$50,000.00	-	-	0.0%
		Jacksonville SD 117/Maintenance Grant					
	JASPER COUNTY CUD 1		Other State	\$50,000.00	-	-	0.0%
		Jasper County CUSD 1/Maintenance Grant					
	JEFFERSON COUNTY OF		Other State	\$50,000.00	-	-	0.0%
		Rome CCSD 2/Maintenance Grant					
	JERSEY CUSD 100		Other State	\$50,000.00	-	-	0.0%
		Jersey CUSD 100/Maintenance Grant					
	JO DAVIESS CARROLL AREA VOC		Other State	\$50,000.00	-	-	0.0%
		Jo Daviess Carroll Area Voc Ctr/Maint Grant					
	JOHNSBURG CUSD 12		Other State	\$50,000.00	-	-	0.0%
		Johnsburg CUSD/Maintenance Grant					
	JOHNSTON CITY CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Johnston City CUSD 1/Maintenance Grant					
	JOLIET PUBLIC SCH DIST 86		Other State	\$50,000.00	-	-	0.0%
		Joliet Public SD 86/Maintenance Grant					
	JOPPA-MAPLE GROVE UD 38		Other State	\$50,000.00	-	-	0.0%
		Joppa Maple Grove UD 38/Maintenance Grant					
	KANELAND CUSD 302		Other State	\$50,000.00	-	-	0.0%
		Kaneland CUSD 302/Maintenance Grant					
	KANKAKEE SD 111		Other State	\$50,000.00	-	-	0.0%
		Kankakee SD 1111/Maintenance Grant					
	KELL CSD 2		Other State	\$50,000.00	-	-	0.0%
		Kell Cons SD 2/Maintenance Grant					
	KEWANEE CUSD 229		Other State	\$50,000.00	-	-	0.0%
		Kewanee CUSD 229/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	KILDEER COUNTRYSIDE CCSD 96		Other State	\$50,000.00	-	-	0.0%
		Kildeer Countryside CCSD 96/Maint Grant					
	KINNIKINNICK CCSD131		Other State	\$50,000.00	-	-	0.0%
		Kinnikinnick CCSD 131/Maintenance Grant					
	LA GRANGE SD 105		Other State	\$50,000.00	-	-	0.0%
		LaGrange SD 105/Maintenance Grant					
	LA HARPE COMMUNITY SCHOOL		Other State	\$50,000.00	-	-	0.0%
		La Harpe CSD 347/Maintenance Grant					
	LAKE CO HIGH SCHL TECHNOLOGY		Other State	\$50,000.00	-	-	0.0%
		Lake Co HS Tech Campus/Maintenance Grant					
	LAKE FOREST CHSD 115		Other State	\$50,000.00	-	-	0.0%
		Lake Forest CHSD/Maintenance Grant					
	LAKE PARK CHSD 108		Other State	\$50,000.00	-	-	0.0%
		Lake Park CHSD 108/Maintenance Grant					
	LAKE VILLA CCSD 41		Other State	\$50,000.00	-	-	0.0%
		Lake Villa CCSD 41/Maintenance Grant					
	LAMOILLE CUSD 303		Other State	\$50,000.00	-	-	0.0%
		La Moille CUSD 303/Maintenance Grant					
	LANSING SD 158		Other State	\$50,000.00	-	-	0.0%
		Lansing SD 158/Maintenance Grant					
	LASALLE ED ALLIANCE FOR SP ED		Other State	\$50,000.00	-	-	0.0%
		LaSalle Putnam Alliance/Maint Grant					
	LASALLE ESD 122		Other State	\$50,000.00	-	-	0.0%
		La Salle ESD 122 Maintenance Grant					
	LASALLE-PERU TOWNSHIP HIGH		Other State	\$50,000.00	-	-	0.0%
		La Salle-Peru THSD 120/Maintenance Grant					
	LEBANON CUSD 9		Other State	\$50,000.00	-	-	0.0%
		Lebanon CUSD 9/Maintenance Grant					
	LELAND CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Leland CUSD 1/Maintenance Grant					
	LEMONT TWP HSD 210		Other State	\$50,000.00	-	-	0.0%
		Lemont HSD 210/Maintenance Grant					
	LEMONT-BROMBEREK CSD 113A		Other State	\$50,000.00	-	-	0.0%
		Lemont-Bromberek CSD/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	LENA WINSLOW CUSD 202		Other State	\$50,000.00	-	-	0.0%
		Lena-Winslow CUSD 202/Maintenance Grant					
	LEROY CUSD 2		Other State	\$50,000.00	-	-	0.0%
		LeRoy CUSD 2/Maintenance Grant					
	LEWISTOWN SCHOOL DISTRICT 97		Other State	\$50,000.00	-	-	0.0%
		Lewistown CUSD 97/Maintenance Grant					
	LEXINGTON CUSD 7		Other State	\$50,000.00	-	-	0.0%
		Lexington CUSD 7/Maintenance Grant					
	LEYDEN CHSD 212		Other State	\$50,000.00	-	-	0.0%
		Leyden CHSD 212/Maintenance Grant					
	LIBERTY CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Liberty CUSD 2/Maintenance Grant					
	LIBERTYVILLE SD 70		Other State	\$50,000.00	-	-	0.0%
		Libertyville SD 70/Maintenance Grant					
	LICK CREEK CCSD 16		Other State	\$50,000.00	-	-	0.0%
		Lick Creek CCSD 16/Maintenance Grant					
	LIMESTONE CHSD 310		Other State	\$50,000.00	-	-	0.0%
		Limestone CHSD 310/School Maintenance Grant					
	LIMESTONE WALTERS CCSD 316		Other State	\$50,000.00	-	-	0.0%
		Limestone Walters CCSD 316/Maintenance Grant					
	LINCOLN CHSD 404		Other State	\$50,000.00	-	-	0.0%
		Lincoln CHSD 404 Maintenance Grant					
	LINCOLN WAY AREA SPEC ED JA		Other State	\$50,000.00	-	-	0.0%
		Lincoln Way Area Spec Ed Joint Agreement-Maintance Grant					
	LINCOLN WAY CHSD 210		Other State	\$50,000.00	-	-	0.0%
		Lincoln Way CHSD 210/Maintenance Grant					
	LINCOLNSHIRE-PRAIRIEVIEW 103		Other State	\$50,000.00	-	-	0.0%
		Lincolnshire Prairieview SD 103/Maint Grant					
	LINDOP SD 92		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Lindop SD 92					
	LISBON CCSD 90		Other State	\$50,000.00	-	-	0.0%
		Lisbon CCSD 90/Maintenance Grant					
	LISLE CUSD 202		Other State	\$50,000.00	-	-	0.0%
		Lisle CUSD 202/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	LITCHFIELD CUD 12		Other State	\$50,000.00	-	-	0.0%
		Litchfield SD 12/Maintenance Grant					
	LIVINGSTON CO SP SVCS UNIT		Other State	\$50,000.00	-	-	0.0%
		Livingston Co Spec Services Unit/Maintenance Grant					
	LOCKPORT SD 91		Other State	\$50,000.00	-	-	0.0%
		Lockport SD 91/Maintenance Grant					
	LOCKPORT TWP HSD 205		Other State	\$50,000.00	-	-	0.0%
		Lockport Twp HSD 205/Maintenance Grant					
	LOWPOINT-WASHBURN CUSD 21		Other State	\$50,000.00	-	-	0.0%
		Lowpoint-Washburn CUSD 21/Maint Grant					
	LYONS SD 103		Other State	\$50,000.00	-	-	0.0%
		Lyons SD 103/Maintenance Grant					
	LYONS TWP HSD 204		Other State	\$50,000.00	-	-	0.0%
		Lyons Twp HSD 204/Maintenance Grant					
	MAERCKER SD 60		Other State	\$50,000.00	-	-	0.0%
		Maercker SD 60/Maintenance Grant					
	MAINE TWP HSD 207		Other State	\$50,000.00	-	-	0.0%
		Maine Twp HSD 207/Maintenance Grant					
	MALDEN CCSD 84		Other State	\$50,000.00	-	-	0.0%
		Malden CCSD 84/Maintenance Grant					
	MANHATTAN SD 114		Other State	\$50,000.00	-	-	0.0%
		Manhattan SD 114/Maintenance Grant					
	MARENGO CHSD 154		Other State	\$50,000.00	-	-	0.0%
		Marengo CHSD 154/Maintenance Grant					
	MARENGO-UNION ECSD 165		Other State	\$50,000.00	-	-	0.0%
		Marengo Union E CUSD 165/Maint Grant					
	MARION CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Marion CUSD 2/Maintenance Grant					
	MAROA FORSYTH CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Maroa Forsyth CUSD 2/Maintenance Grant					
	MARSHALL CUSD 2C		Other State	\$50,000.00	-	-	0.0%
		Marshall CUSD 2C/Maintenance Grant					
	MARTINSVILLE CUSD 3C		Other State	\$50,000.00	-	-	0.0%
		Martinsville CUSD 3C/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	MASCOUTAH CUD 19		Other State	\$50,000.00	-	-	0.0%
		Mascoutah CUD 19/Maintenance Grant					
	MASSAC COUNTY UNIT SCHOOL DIST 1		Other State	\$50,000.00	-	-	0.0%
		Massac USD 1/Maintenance Grant					
	MATTESON SCHOOL DISTRICT 162		Other State	\$50,000.00	-	-	0.0%
		Matteson ESD 162/Maintenance Grant					
	MATTOON CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Mattoon CUSD 2/Maintenance Grant					
	MAZON-VERONA-KINSMAN ESD 2C		Other State	\$50,000.00	-	-	0.0%
		Mazon-Vernoa-Kinsman ESD 2C/Maint Grant					
	MCCLELLAN CCSD 12		Other State	\$50,000.00	-	-	0.0%
		McClellan CCSD 12/Maintenance Grant					
	MCHENRY CCSD 15		Other State	\$50,000.00	-	-	0.0%
		McHenry CCSD 15/Maintenance Grant					
	MCHENRY CHSD 156		Other State	\$50,000.00	-	-	0.0%
		McHenry CHSD 156/Maintenance Grant					
	MCLEAN COUNTY UD 5		Other State	\$50,000.00	-	-	0.0%
		McLean County USD 5/Maintenance Grant					
	MENDON CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Mendon Comm USD 4/Maintenance Grant					
	MENDOTA COMMUNITY CONS SD 289		Other State	\$50,000.00	-	-	0.0%
		Mendota CCSD 289 Maintenance Grant					
	MERCER COUNTY SD 404		Other State	\$50,000.00	-	-	0.0%
		Mercer County School District 404/Maintenance Grant					
	MERIDIAN CUSD 101		Other State	\$50,000.00	-	-	0.0%
		Meridian CUSD 101/Maintenance Grant					
	MERIDIAN CUSD 15		Other State	\$50,000.00	-	-	0.0%
		Meridian CUSD 15 (CASH)/Maintenance Grant					
	MIDWEST CENTRAL CUD 191		Other State	\$50,000.00	-	-	0.0%
		Midwest Central CUSD 191/Maintenance Grant					
	MILLBURN CCSD 24		Other State	\$50,000.00	-	-	0.0%
		Millburn CCSD 24/Maintenance Grant					
	MILLSTADT CCSD 160		Other State	\$50,000.00	-	-	0.0%
		Millstadt CCSD 160/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	MINOOKA CCSD 201		Other State	\$50,000.00	-	-	0.0%
		Minooka CCSD 201/Maintenance Grant					
	MOKENA SD 159		Other State	\$50,000.00	-	-	0.0%
		Mokena SD 159/Maintenance Grant					
	MOLINE-COLE VALLEY COMMUNITY		Other State	\$50,000.00	-	-	0.0%
		Moline-Coal Valley CUSD 40/Maint Grant					
	MONMOUTH-ROSEVILLE CUSD 238		Other State	\$50,000.00	-	-	0.0%
		Monmouth Roseville CUSD 238/Maint Grant					
	MONROE S D 70		Other State	\$50,000.00	-	-	0.0%
		Monroe SD 70/Maintenance Grant					
	MONTICELLO CU 25		Other State	\$50,000.00	-	-	0.0%
		Monticello CUSD 25/Maintenance Grant					
	MONTMORENCY CCSD 145		Other State	\$50,000.00	-	-	0.0%
		Montmorency CCSD 145/Maintenance Grant					
	MORRIS CHSD 101		Other State	\$50,000.00	-	-	0.0%
		Morris CHSD 101/Maintenance Grant					
	MORRIS SD 54		Other State	\$50,000.00	-	-	0.0%
		Morris SD 54/Maintenance Grant					
	MORRISON COMMUNITY UNIT SD 6		Other State	\$50,000.00	-	-	0.0%
		Morrison CUSD 6/Maintenance Grant					
	MORRISONVILLE CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Morrisonville CUSD 1/Maintenance Grant					
	MORTON CUSD 709		Other State	\$50,000.00	-	-	0.0%
		Morton CUSD 709/Maintenance Grant					
	MORTON GROVE SD 70		Other State	\$50,000.00	-	-	0.0%
		Morton Grove SD 70/Maintenance Grant					
	MOUNT PULASKI CUD 23		Other State	\$50,000.00	-	-	0.0%
		Mt Pulaski CUSD 23/Maintenance Grant					
	MT OLIVE CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Mount Olive CUSD 5/Maintenance Grant					
	MT PROSPECT PUBLIC SCH DIST 57		Other State	\$50,000.00	-	-	0.0%
		Mount Prospect SD 57/Maintenance Grant					
	MT VERNON CITY SCHOOL 80		Other State	\$50,000.00	-	-	0.0%
		Mount Vernon SD 80/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	MT ZION CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Mt Zion CUSD 3/Maintenance Grant					
	MULBERRY GROVE CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Mulberry Grove CUSD 1/Maintenance Grant					
	NASHVILLE CCSD 49		Other State	\$50,000.00	-	-	0.0%
		Nashville CCSD 49/Maintenance Grant					
	NASHVILLE CHSD 99		Other State	\$50,000.00	-	-	0.0%
		Nashville CHSD 99/Maintenance Grant					
	NAUVOO-COLUSA CUSD 325		Other State	\$50,000.00	-	-	0.0%
		Nauvoo- Colusa CUSD 325/Maint Grant					
	NEOGA COMMUNITY UNIT SCHOOL		Other State	\$50,000.00	-	-	0.0%
		Crab Orchard CUSD 3/Maintenance Grant					
	NEW LENOX SD 122		Other State	\$50,000.00	-	-	0.0%
	NEW SIMPSON HILL C D 32		Other State	\$50,000.00	-	-	0.0%
		Kewanee CUSD 229/Maintenance Grant					
	NEW TRIER TWP HSD 203		Other State	\$50,000.00	-	-	0.0%
		New Trier Twp HSD 203/Maintenance Grant					
	NEWARK CCSD 66		Other State	\$50,000.00	-	-	0.0%
		Newark CCSD 66/Maintenance Grant					
	NEWARK CHSD 18		Other State	\$50,000.00	-	-	0.0%
		Newark CHSD 18/Maintenance Grant					
	NILES ELEM SD 71		Other State	\$50,000.00	-	-	0.0%
		Niles Elem SD 71/Maintenance Grant					
	NILES TOWNSHIP FOR SPEC ED 807		Other State	\$50,000.00	-	-	0.0%
		Niles Twp District for Special Ed/Maintenace Grant					
	NIPPERSINK SCH DIST 2		Other State	\$50,000.00	-	-	0.0%
		Nippersink SD 2/Maintenance Grant					
	NOKOMIS CUSD 22		Other State	\$50,000.00	-	-	0.0%
		Nokomis CUSD 22/Maintenance Grant					
	NORRIS CITY-OMAHA-ENFIELD CU 3		Other State	\$50,000.00	-	-	0.0%
		Norris City Omaha Enfield CUSD /Maint Grant					
	NORTH BOONE CUD 200		Other State	\$50,000.00	-	-	0.0%
		North Boone CUSD 200/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	NORTH CLAY CUSD 25		Other State	\$50,000.00	-	-	0.0%
		North Clay CUSD 25/Maintenance Grant					
	NORTH DUPAGE SP ED COOPERATIVE		Other State	\$50,000.00	-	-	0.0%
		North Dupage Sp Ed Co-Op/Maintenance Grant					
	NORTH GREENE USD 3		Other State	\$50,000.00	-	-	0.0%
		North Greene USD 3/Maintenance Grant					
	NORTH SHORE SD 112		Other State	\$50,000.00	-	-	0.0%
		North Shore SD 112/Maintenance Grant					
	NORTH WAYNE CUSD 200		Other State	\$50,000.00	-	-	0.0%
		North Wayne CUSD 200/Maintenance Grant					
	NORTHBROOK ESD 27		Other State	\$50,000.00	-	-	0.0%
		Northbrook ESD 27/Maintenance Grant					
	NORTHBROOK SD 28		Other State	\$50,000.00	-	-	0.0%
		Northbrook SD 28/Maintenance Grant					
	NORTHBROOK-GLENVIEW SD 30		Other State	\$50,000.00	-	-	0.0%
		Northbrook/Glenview SD 30/Maint Grant					
	NORTHFIELD THSD 225		Other State	\$50,000.00	-	-	0.0%
		Northfield TWP HSD/Maintenance Grant					
	NORTHWEST SUBURBAN SPECIAL		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/NW Suburban Special Educ Organization					
	NORTHWESTERN CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Northwestern CUSD 2/Maintenance Grant					
	NORWOOD ELEM SD 63		Other State	\$50,000.00	-	-	0.0%
		Norwood ESD 63/Maintenance Grant					
	OAK GROVE SD 68		Other State	\$50,000.00	-	-	0.0%
		Oak Grove SD 68 Green Oaks/Maintenance Grant					
	OAK GROVE SD 68		Other State	\$50,000.00	-	-	0.0%
		Oak Grove SD 68/Maintenance Grant					
	OAK LAWN CHSD 229		Other State	\$50,000.00	-	-	0.0%
		Oak Lawn CHSD 229/Maintenance Grant					
	OAK LAWN-HOMETOWN S D 123		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Oak Lawn-Hometown SD 12					
	OAK PARK & RIVER FOREST D 200		Other State	\$50,000.00	-	-	0.0%
		Oak Park-River Forest SD 200/Maint Grant					

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SCHOOL BUSINESS SERVICES							
	OAK PARK SD 97		Other State	\$50,000.00	-	-	0.0%
		Oak Park ESD 97/Maintenance Grant					
	OAKWOOD CUSD 76		Other State	\$50,000.00	-	-	0.0%
		Oakwood CUSD 76/Maintenance Grant					
	ODIN PUBLIC SCHOOL DIST 722		Other State	\$50,000.00	-	-	0.0%
		Odin Public SD 722/Maintenance Grant					
	OFALLON COMM CONS 90		Other State	\$50,000.00	-	-	0.0%
		OFallon CCSD 90/Maintenance Grant					
	OFALLON TWP HSD 203		Other State	\$50,000.00	-	-	0.0%
		O Fallon Twp HSD 203/Maintenance Grant					
	OGLESBY ESD 125		Other State	\$50,000.00	-	-	0.0%
		Oglesby Elem SD 125/Maintenance Grant					
	OHIO CHSD 505		Other State	\$50,000.00	-	-	0.0%
		Ohio CHSD 505/Maintenance Grant					
	OHIO COMM CONS SD 17		Other State	\$50,000.00	-	-	0.0%
		Ohio CCSD 17/Maintenance Grant					
	OKAW VALLEY CUSD 302		Other State	\$50,000.00	-	-	0.0%
		Okaw Valley CUSD 302/Maintenance Grant					
	OLYMPIA CUSD 16		Other State	\$50,000.00	-	-	0.0%
		Olympia CUSD 16/Maintenance Grant					
	ORANGEVILLE SCHOOL DISTRICT 203		Other State	\$50,000.00	-	-	0.0%
		Orangeville CUSD 203/Maintenance Grant					
	OREGON CUSD 220		Other State	\$50,000.00	-	-	0.0%
		Oregon CUSD 220/Maintenance Grant					
	ORION CUSD 223		Other State	\$50,000.00	-	-	0.0%
		Orion CUSD 223/Maintenance Grant					
	ORLAND SD 135		Other State	\$50,000.00	-	-	0.0%
		Orland SD 135/Maintenance Grant					
	OTTAWA ESD 141		Other State	\$50,000.00	-	-	0.0%
		Ottawa ESD 141/Maintenance Grant					
	OTTAWA THSD 140		Other State	\$50,000.00	-	-	0.0%
		Ottawa Twp HSD 140/Maintenance Grant					
	PALOS CCSD 118		Other State	\$50,000.00	-	-	0.0%
		Palos CCSD 118/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	PANHANDLE COMM UNIT SCH DIST		Other State	\$50,000.00	-	-	0.0%
		Panhandle CUSD 2/Maintenance Grant					
	PARK FOREST SD 163		Other State	\$50,000.00	-	-	0.0%
		Park Forest SD 163/Maintenance Grant					
	PATOKA CUSD 100		Other State	\$50,000.00	-	-	0.0%
		Patoka CUSD 100/Maintenance Grant					
	PAXTON BUCKLEY LODA CUSD		Other State	\$50,000.00	-	-	0.0%
		Paxton-Buckley-Loda CUD 10/Maint Grant					
	PEARL CITY CUSD 200		Other State	\$50,000.00	-	-	0.0%
		Pearl City CUSD 200/Maintenance Grant					
	PECATONICA CUSD 321		Other State	\$50,000.00	-	-	0.0%
		Pecatonica CUSD 321/Maintenance Grant					
	PEKIN CHSD 303		Other State	\$50,000.00	-	-	0.0%
		Pekin CSD 303/Maintenance Grant					
	PEMBROKE CCSD 259		Other State	\$50,000.00	-	-	0.0%
		Pembroke CCSD 259/Maintenance Grant					
	PENNOYER SD 79		Other State	\$50,000.00	-	-	0.0%
		Pennoyer SD 79/Maintenance Grant					
	PEOTONE CUSD 207U		Other State	\$50,000.00	-	-	0.0%
		Peotone CUSD 207U/Maintenance Grant					
	PIKELAND CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Pikeland CUSD 10/Maintenance Grant					
	PINCKNEYVILLE CHSD 101		Other State	\$50,000.00	-	-	0.0%
		Pinckneyville CHSD 101/Maintenance Grant					
	PINCKNEYVILLE SD 50		Other State	\$50,000.00	-	-	0.0%
		Pinckneyville SD 50/Maintenance Grant					
	PLAINFIELD SD 202		Other State	\$50,000.00	-	-	0.0%
		Plainfield SD 202/Maintenance Grant					
	PLANO AREA SPECIAL EDUCATION		Other State	\$50,000.00	-	-	0.0%
		Plano Area Spec Ed Coop/Maint Grant					
	PLANO CUSD 88		Other State	\$50,000.00	-	-	0.0%
		Plano CUSD/Maintenance Grant					
	POLO CUSD 222		Other State	\$50,000.00	-	-	0.0%
		Polo CUSD 222/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	PONTIAC CCSD 429		Other State	\$50,000.00	-	-	0.0%
		Pontiac CCSD 429/Maintenance Grant					
	PONTIAC TWP HSD 90		Other State	\$50,000.00	-	-	0.0%
		Pontiac Twp HSD 90/Maintenance Grant					
	PONTIAC-W HOLLIDAY SD 105		Other State	\$50,000.00	-	-	0.0%
		Pontiac-W Holiday SD 105/Maintenance Grant					
	POPE COUNTY COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
		Pope County CUSD 1/Maintenance Grant					
	PORTA CUSD 202		Other State	\$50,000.00	-	-	0.0%
		Porta CUSD 202/Maintenance Grant					
	POSEN-ROBBINS ELEM SD 1435		Other State	\$50,000.00	-	-	0.0%
		Posen Robbins Elem SD 143.5 - Maintenance Grant					
	POTOMAC CUSD 10		Other State	\$50,000.00	-	-	0.0%
	PRAIRIE CENTRAL CUSD 8		Other State	\$50,000.00	-	-	0.0%
		Prairie Central CUSD 8/Maintenance Grant					
	PRAIRIE GROVE CSD 46		Other State	\$50,000.00	-	-	0.0%
		Prairie Grove CSD 46/Maintenance Grant					
	PRAIRIE HILL CCSD 133		Other State	\$50,000.00	-	-	0.0%
		Prairie Hill CCSD 133/Maintenance Grant					
	PRAIRIE-HILLS ELEM SD 144		Other State	\$50,000.00	-	-	0.0%
		Prairie Hills ESD 144/School Maintenance Grant					
	PRAIRIEVIEW-OGDEN CCSD 197		Other State	\$50,000.00	-	-	0.0%
		Prairieview-Ogden CCSD 197/Maintenance Grant					
	PRINCETON ELEM SD 115		Other State	\$50,000.00	-	-	0.0%
		Princeton Elem SD 115/Maintenance Grant					
	PRINCETON TWP HSD 500		Other State	\$50,000.00	-	-	0.0%
		Princeton Twp HSD 500/Maintenance Grant					
	PROPHETSTOWN-LYNDON CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Prophetstown-Lyndon-Tampico CUSD 3/Maintenance Grant					
	PROSPECT HEIGHTS SD 23		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Prospect Heights SD					
	PROVISO TWP HSD 209		Other State	\$50,000.00	-	-	0.0%
		Proviso TWP HSD 209/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	PUTNAM COUNTY CU SCHOOL DIST 535		Other State	\$50,000.00	-	-	0.0%
		Putnam County CUSD 535/Maintenance Grant					
	QUEEN BEE SD 16		Other State	\$50,000.00	-	-	0.0%
		Queen Bee SD 16/Maintenance Grant					
	QUINCY SD 172		Other State	\$50,000.00	-	-	0.0%
		Quincy SD 172/Maintenance Grant					
	RACCOON CSD 1		Other State	\$50,000.00	-	-	0.0%
		Raccoon Cons SD 1/Maintenance Grant					
	RAMSEY CUSD 204		Other State	\$50,000.00	-	-	0.0%
		Ramsey CUSD 204/Maintenance Grant					
	REAVIS TWP HSD 220		Other State	\$50,000.00	-	-	0.0%
		Reavis Twp HSD 220/Maintenance Grant					
	RED BUD CUSD 132		Other State	\$50,000.00	-	-	0.0%
		Red Bud CUSD 132/Maintenance Grant					
	RED HILL CUSD 10		Other State	\$50,000.00	-	-	0.0%
		Red Hill CUSD 10/Maintenance Grant					
	RHODES SD 84-5		Other State	\$50,000.00	-	-	0.0%
		Rhodes SD 84-5/Maintenance Grant					
	RICH TWP HSD 227		Other State	\$50,000.00	-	-	0.0%
		Rich TWP HSD 227/Maintenance Grant					
	RICHLAND COUNTY CUSD 1		Other State	\$50,000.00	-	-	0.0%
		East Richland CUSD/Maintenance Grant					
	RICHLAND SD 88A		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Richland GSD 88A					
	RILEY CCSD 18		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Riley CCSD 18					
	RIVER BEND CUSD 2		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/River Bend CUSD 2					
	RIVER FOREST SD 90		Other State	\$50,000.00	-	-	0.0%
		River Forest SD 90/Maintenance Grant					
	RIVER GROVE SD 85-5		Other State	\$50,000.00	-	-	0.0%
		River Grove SD 85-5/Maintenance Grant					
	RIVER TRAILS SD 26		Other State	\$50,000.00	-	-	0.0%
		River Trails Sd 26/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	RIVERDALE CUSD 100		Other State	\$50,000.00	-	-	0.0%
		Riverdale CUSD 100/Maintenance Grant					
	RIVERSIDE SCHOOL DIST 96		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Riverside SD 96					
	RIVERTON CUSD 14		Other State	\$50,000.00	-	-	0.0%
		Riverton CUSD 14/Maintenance Grant					
	ROCHELLE CCD 231		Other State	\$50,000.00	-	-	0.0%
		Rochelle CCSD 231/Maintenance Grant					
	ROCHELLE TWP HSD 212		Other State	\$50,000.00	-	-	0.0%
		Rochelle Twp HSD 212/Maintenance Grant					
	ROCHESTER CUSD 3A		Other State	\$50,000.00	-	-	0.0%
		Rochester CUSD 3A/Maintenance Grant					
	ROCK FALLS ESD 13		Other State	\$50,000.00	-	-	0.0%
		Rock Falls Elem SD 13/Maintenance Grant					
	ROCK ISLAND SD 41		Other State	\$50,000.00	-	-	0.0%
		Rock Island SD 41/Maintenance Grant					
	ROCKDALE SCHOOL DISTRICT 84		Other State	\$50,000.00	-	-	0.0%
		Rockdale SD 84/Maintenance Grant					
	ROCKRIDGE CUSD 300		Other State	\$50,000.00	-	-	0.0%
		Rockridge CUSD 300/Maintenance Grant					
	ROCKTON SD 140		Other State	\$50,000.00	-	-	0.0%
		Rockton SD 140/Maintenance Grant					
	ROOKS CREEK CCSD 425		Other State	\$50,000.00	-	-	0.0%
		Rooks Creek CCSD 425/Maintenance Grant					
	ROSELLE SD 12		Other State	\$50,000.00	-	-	0.0%
		Roselle SD 12/Maintenance Grant					
	ROSSVILLE-ALVIN CSD 7		Other State	\$50,000.00	-	-	0.0%
		Rossville-Alvin CUSD 7/Maintenance Grant					
	ROUND LAKE AREA SD 116		Other State	\$50,000.00	-	-	0.0%
		Round Lake Area Schools 116/Maintenance Grant					
	RUTLAND CCSD 230		Other State	\$50,000.00	-	-	0.0%
		Rutland CCSD 230/Maintenance Grant					
	SALEM COM HIGH SCHOOL DIST 600		Other State	\$50,000.00	-	-	0.0%
		Salem CHSD 600/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	SALEM SD 111		Other State	\$50,000.00	-	-	0.0%
		Salem SD 111/Maintenance Grant					
	SALT CREEK SD 48		Other State	\$50,000.00	-	-	0.0%
		Salt Creek SD 48/Maintenance Grant					
	SALT FORK COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
	SANDRIDGE SD 172		Other State	\$50,000.00	-	-	0.0%
		Sandridge SD 172/Maintenance Grant					
	SANDWICH CUSD 430		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Sandwich CUSD 430					
	SANGAMON VALLEY CUSD 9		Other State	\$50,000.00	-	-	0.0%
		Sangamon Valley CUSD 9/Maintenance Grant					
	SAUNEMIN CCSD 438		Other State	\$50,000.00	-	-	0.0%
		Saunemin CCSD 438/Maintenance Grant					
	SCALES MOUND CUSD 211		Other State	\$50,000.00	-	-	0.0%
		Scales Mound CUSD 211/Maintenance Grant					
	SCH DIST 60C		Other State	\$50,000.00	-	-	0.0%
		Saratoga CCSD 60C/Maintenance Grant					
	SCHAUMBURG CCSD 54		Other State	\$50,000.00	-	-	0.0%
		Schaumburg CCSD 54/Maintenance Grant					
	SCHILLER PARK SD 81		Other State	\$50,000.00	-	-	0.0%
		Schiller Park SD 81/Maintenance Grant					
	SCHOOL ASSN FOR SPECIAL EDUC		Other State	\$50,000.00	-	-	0.0%
		Sch Assoc Sped Educ Dupage SASSED/Maint Grant					
	SCHOOL DIST 131 KANE CO		Other State	\$50,000.00	-	-	0.0%
		Aurora East USD 131/Maintenance Grant					
	SCHOOL DIST 208-COOK COUNTY		Other State	\$50,000.00	-	-	0.0%
		Riverside Brookfield Twp Dist 208/Maintenance Grant					
	SCHOOL DIST 234 RIDGEWOOD HIGH		Other State	\$50,000.00	-	-	0.0%
		Ridgewood HSD 234/Maintenance Grant					
	SCHOOL DIST 34 COOK COUNTY		Other State	\$50,000.00	-	-	0.0%
		Glenview CCSD 34/Maintenance Grant					
	SCHOOL DIST 64 CONSOLIDATED		Other State	\$50,000.00	-	-	0.0%
		Park Ridge CCSD 64/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	SCHOOL DIST 74		Other State	\$50,000.00	-	-	0.0%
		Lincolnwood SD 74/Maintenance Grant					
	SCHOOL DIST 76		Other State	\$50,000.00	-	-	0.0%
		Diamond Lake SD 76/Maintenance Grant					
	SCHOOL DIST 95 LASALLE COUNTY		Other State	\$50,000.00	-	-	0.0%
		Grand Ridge CCSD 95/Maintenance Grant					
	SCHOOL DIST NO 102		Other State	\$50,000.00	-	-	0.0%
		N. Pekin & Marquette Hghts SD 102/Maintenance Grant					
	SCHOOL DISTRICT 111		Other State	\$50,000.00	-	-	0.0%
		Burbank SD 111/Maintenance Grant					
	SCHOOL DISTRICT 143 COOK COUNTY		Other State	\$50,000.00	-	-	0.0%
		Midlothian SD 143/Maintenance Grant					
	SCHOOL DISTRICT 200 SHERRARD COM		Other State	\$50,000.00	-	-	0.0%
		Sherrard CUSD 200/Maintenance Grant					
	SCHOOL DISTRICT 79		Other State	\$50,000.00	-	-	0.0%
		Tonica CCSD 79/Maintenance Grant					
	SCHOOL DISTRICT NO 95		Other State	\$50,000.00	-	-	0.0%
		Paris-Union SD 95/Maintenance Grant					
	SCHOOL DISTRICT U-46		Other State	\$50,000.00	-	-	0.0%
		SD U46 - Elgin/Maintenance Grant					
	SCHOOL UNIT DISTRICT NO 10		Other State	\$50,000.00	-	-	0.0%
		Altamont CUSD 10/Maintenance Grant					
	SCOTT-MORGAN CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Scott-Morgan CUSD 2 Maintenance Grant					
	SENECA TWP HSD 160		Other State	\$50,000.00	-	-	0.0%
		Seneca Twp HSD 160/Maintenance Grant					
	SESSER-VALIER CUSD 196		Other State	\$50,000.00	-	-	0.0%
		Sesser-Valier CUSD 196/Maintenance Grant					
	SHAWNEE CUSD 84		Other State	\$50,000.00	-	-	0.0%
		Shawnee CUSD 84/Maintenance Grant					
	SHELBYVILLE CUSD 4		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Shelbyville CUSD 4					
	SHILOH CUSD 1		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Shiloh CUSD 1					

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SCHOOL BUSINESS SERVICES							
	SHILOH VILLAGE SD 85		Other State	\$50,000.00	-	-	0.0%
		Shiloh Village SD 85/Maintenance Grant					
	SHIRLAND CCSD 134		Other State	\$50,000.00	-	-	0.0%
		Shirland CCSD 134/Maintenance Grant					
	SIGNAL HILL SD 181		Other State	\$50,000.00	-	-	0.0%
		Signal Hill SD 181/Maintenance Grant					
	SKOKIE SD 69		Other State	\$50,000.00	-	-	0.0%
		Skokie SD 69/Maintenance Grant					
	SKOKIE SD 73-5		Other State	\$50,000.00	-	-	0.0%
		Skokie SD 73-5/Maintenance Grant					
	SOMONAUK CUSD 432		Other State	\$50,000.00	-	-	0.0%
		Somonauk CUSD 432/Maintenance Grant					
	SOUTH FORK SD 14		Other State	\$50,000.00	-	-	0.0%
		South Fork SD 14/Maintenance Grant					
	SOUTH HOLLAND SCHOOL DIST 150		Other State	\$50,000.00	-	-	0.0%
		South Holland SD 150/Maintenance Grant					
	SOUTHWESTERN CUSD 9		Other State	\$50,000.00	-	-	0.0%
		Southwestern CUSD 9/Maintenance Grant					
	SPARTA CUSD 140		Other State	\$50,000.00	-	-	0.0%
		Sparta CUSD 140 -TM/Maintenance Grant					
	SPEC EDUC DIST LAKE COUNTY		Other State	\$50,000.00	-	-	0.0%
		Special Ed Dist of Lake Cty Sedol/Maintenance Grant					
	SPECIAL EDUCATION ASSOCIATION		Other State	\$50,000.00	-	-	0.0%
		Spec Educ Assoc of Peoria County/Maint Grant					
	SPECIAL EDUCATION DISTRICT		Other State	\$50,000.00	-	-	0.0%
		Special Ed Dist of Mchenry Co/Maint Grant					
	SPOON RIVER VALLEY CUSD 4		Other State	\$50,000.00	-	-	0.0%
		Spoon River Valley CUSD 4/Maint Grant					
	SPRING VALLEY CCSD 99		Other State	\$50,000.00	-	-	0.0%
		Spring Valley CCSD 99/Maintenance Grant					
	SPRINGFIELD SD 186		Other State	\$50,000.00	-	-	0.0%
		Springfield SD 186/Maintenance Grant					
	ST ANNE CCSD 256		Other State	\$50,000.00	-	-	0.0%
		St Anne CCSD 256/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	ST ELMO CUSD 202		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/St Elmo CUSD					
	ST JOSEPH OGDEN CHSD305		Other State	\$50,000.00	-	-	0.0%
		St Joseph Ogden CHSD 305/Maintenance Grant					
	ST LIBORY CSD 30		Other State	\$50,000.00	-	-	0.0%
		St. Libory CCSD 30/Maintenance Grant					
	ST ROSE SD 14-15		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/St Rose SD 14-15					
	STARK COUNTY CUSD 100		Other State	\$50,000.00	-	-	0.0%
		Stark County CUSD 100/Maintenance Grant					
	STAUNTON CUSD 6		Other State	\$50,000.00	-	-	0.0%
		Staunton CUSD 6/Maintenance Grant					
	STEELEVILLE CUSD 138		Other State	\$50,000.00	-	-	0.0%
		Steeleville CUSD 138/Maintenance Grant					
	STEWARDSON-STRASBURG CUD 5A		Other State	\$50,000.00	-	-	0.0%
		Stewardson-Strausburg CUSD 5A-Maintenance Grant					
	STOCKTON CUSD 206		Other State	\$50,000.00	-	-	0.0%
		Stockton CUSD 206/Maintenance Grant					
	STREATOR ELEMENTARY SD 44		Other State	\$50,000.00	-	-	0.0%
		Streator ESD 44/Maintenance Grant					
	STREATOR TWP HSD 40		Other State	\$50,000.00	-	-	0.0%
		Streator Twp HSD 40/Maintenance Grant					
	SULLIVAN C U SCHOOL DIST 300		Other State	\$50,000.00	-	-	0.0%
		Sullivan CUSD 300/Maintenance Grant					
	SUMMIT HILL SD 161		Other State	\$50,000.00	-	-	0.0%
		Summit Hill SD 161/Maintenance Grant					
	SUNNYBROOK SCHOOL DIST 171		Other State	\$50,000.00	-	-	0.0%
		Sunnybrook SD 171/Maintenance Grant					
	TAMAROA SCHOOL DISTRICT 5		Other State	\$50,000.00	-	-	0.0%
		Tamaroa SD 5/Maintenance Grant					
	THOMPSONVILLE COMMUNITY UNIT		Other State	\$50,000.00	-	-	0.0%
		Thompsonville CUSD 174/Maintenance Grant					
	THORNTON FRACTIONALTHSD 215		Other State	\$50,000.00	-	-	0.0%
		Thornton Twp HSD 215/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	THORNTON SD 154		Other State	\$50,000.00	-	-	0.0%
		Thornton SD 154/Maintenance Grant					
	THORNTON THSD 205		Other State	\$50,000.00	-	-	0.0%
		Thornton TWP HSD 205/Maintenance Grant					
	TOWNSHIP HIGH SCHOOL DIST 113		Other State	\$50,000.00	-	-	0.0%
		Township HSD 113/Maintenance Grant					
	TREMONT CUD 702		Other State	\$50,000.00	-	-	0.0%
		Tremont CUSD 702/Maintenance Grant					
	TRI CITY CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Tri City CUSD 1/Maintenance Grant					
	TRI- POINT CUSD 6-J		Other State	\$50,000.00	-	-	0.0%
		Tri Point CUSD 6J/Maintenance Grant					
	TRI VALLEY CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Tri Valley CUSD 3/Maintenance Grant					
	TRIAD CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Triad CUSD 2/Maintenance Grant					
	TRICO CUSD 176		Other State	\$50,000.00	-	-	0.0%
		Trico CUSD 176/Maintenance Grant					
	TROY CCSD 30C		Other State	\$50,000.00	-	-	0.0%
		Troy CCSD 30C/Maintenance Grant					
	TUSCOLA CUSD 301		Other State	\$50,000.00	-	-	0.0%
		Tuscola CUSD 301/Maintenance Grant					
	UNION RIDGE SD 86		Other State	\$50,000.00	-	-	0.0%
		Union Ridge SD 86/Maintenance Grant					
	UNITED CUSD 304		Other State	\$50,000.00	-	-	0.0%
		United CUSD 304/Maintenance Grant					
	UNITED THSD 30		Other State	\$50,000.00	-	-	0.0%
		United Twp HSD 30/Maintenance Grant					
	UNITY POINT CCSD 140		Other State	\$50,000.00	-	-	0.0%
		Unity Point CCSD 140/Maintenance Grant					
	URBANA SD 116		Other State	\$50,000.00	-	-	0.0%
		Urbana SD 116/Maintenance Grant					
	V I T UNIT SCHOOL DIST 2		Other State	\$50,000.00	-	-	0.0%
		VIT CUSD 2/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	VALLEY VIEW CUSD 365U		Other State	\$50,000.00	-	-	0.0%
		Valley View CUSD 365U/Maintenance Grant					
	VALMEYER CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Valmeyer CUSD 3 -TM/Maintenance Grant					
	VANDALIA CUSD 203		Other State	\$50,000.00	-	-	0.0%
		Vandalia CUSD 203/Maintenance Grant					
	VENICE CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Venice CUSD 3/Maintenance Grant					
	VERMILION ASSOC FOR SPEC EDU		Other State	\$50,000.00	-	-	0.0%
		Vermilion Assoc for Spec Ed/Maint Grant					
	VIENNA HSD 133		Other State	\$50,000.00	-	-	0.0%
		Vienna HSD 133/Maintenance Grant					
	VIENNA PUBLIC SCHOOL DIST 55		Other State	\$50,000.00	-	-	0.0%
		Vienna SD 55/Maintenance Grant					
	VILLA PARK SD 45		Other State	\$50,000.00	-	-	0.0%
		SD 45 Dupage County/Maintenance Grant					
	WABASH AND OHIO VALLEY SP ED DST		Other State	\$50,000.00	-	-	0.0%
		Wabash/Ohio Valley Special Ed/Maint Grant					
	WABASH CUSD 348		Other State	\$50,000.00	-	-	0.0%
		Wabash CUSD 348/Maintenance Grant					
	WALLACE CCSD 195		Other State	\$50,000.00	-	-	0.0%
		Wallace CCSD 195/Maintenance Grant					
	WALTONVILLE CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Waltonville CUSD 1 Maintenance Grant					
	WARREN CUSD 205		Other State	\$50,000.00	-	-	0.0%
		Warren CUSD 205/Maintenance Grant					
	WARRENSBURG-LATHAM CUSD 11		Other State	\$50,000.00	-	-	0.0%
		Warrensburg-Latham CUSD 11/Maintenance Grant					
	WASHINGTON CHSD 308		Other State	\$50,000.00	-	-	0.0%
		Washington CHSD 308/Maintenance Grant					
	WASHINGTON SD 52		Other State	\$50,000.00	-	-	0.0%
		Washington SD 52/Maintenance Grant					
	WAUCONDA CUSD 118		Other State	\$50,000.00	-	-	0.0%
		Wauconda CUSD 118/Maintenance Grant					

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AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
SCHOOL BUSINESS SERVICES							
	WAVERLY CUSD 6		Other State	\$50,000.00	-	-	0.0%
		Waverly CUSD 6/Maintenance Grant					
	WESCLIN CUSD 3		Other State	\$50,000.00	-	-	0.0%
		Wesclin CUSD 3/Maintenance Grant					
	WEST CARROLL CUSD 314		Other State	\$50,000.00	-	-	0.0%
		West Carroll CUSD 314/Maintenance Grant					
	WEST CENTRAL CUSD 235		Other State	\$50,000.00	-	-	0.0%
		West Central CUSD 235/Maintenance Grant					
	WEST CHICAGO SD 33		Other State	\$50,000.00	-	-	0.0%
		West Chicago Elem SD 33/Maint Grant					
	WEST PRAIRIE CUSD 103		Other State	\$50,000.00	-	-	0.0%
		West Prairie CUSD 103/Maintenance Grant					
	WEST WASHINGTON CCUSD 10		Other State	\$50,000.00	-	-	0.0%
		West Washington Co CUD 10/Maintenance Grant					
	WESTCHESTER SD 92-5		Other State	\$50,000.00	-	-	0.0%
		Westchester SD 92-5/Maintenance Grant					
	WESTERN COMMUNITY UNIT SD 12		Other State	\$50,000.00	-	-	0.0%
		School Maintenance Grant Agreement/Western CUSD 12/\$50,000					
	WESTERN SPRINGS SD 101		Other State	\$50,000.00	-	-	0.0%
		Western Springs SD 101/Maintenance Grant					
	WESTVILLE CUSD 2		Other State	\$50,000.00	-	-	0.0%
		Westville SD 2/Maintenance Grant					
	WETHERSFIELD CUSD 230		Other State	\$50,000.00	-	-	0.0%
		Wethersfield CUSD 230/Maintenance Grant					
	WHITESIDE AREA VOCATIONAL		Other State	\$50,000.00	-	-	0.0%
		Whiteside Area Career Center/Maint Grant					
	WHITESIDE COUNTY SCHL DIST 301		Other State	\$50,000.00	-	-	0.0%
		Rock Falls Twp HSD 301/Maintenance Grant					
	WILCO AREA CAREER CENTER		Other State	\$50,000.00	-	-	0.0%
		WILCO Area Career Center/Maint Grant					
	WILL COUNTY SD 92		Other State	\$50,000.00	-	-	0.0%
		Will County SD 92/Maintenance Grant					
	WILLIAMSFIELD CUSD 210		Other State	\$50,000.00	-	-	0.0%
		Williamsfield CUSD 210/Maintenance Grant					

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SCHOOL BUSINESS SERVICES							
	WILLIAMSON COUNTY SP ED DIST		Other State	\$50,000.00	-	-	0.0%
		Williamson Cty Special Ed/Maintenance Grant					
	WILLIAMSVILLE CUSD 15		Other State	\$50,000.00	-	-	0.0%
		Williamsville CUSD 15/Maintenance Grant					
	WILLOW GROVE SD 46		Other State	\$50,000.00	-	-	0.0%
		Willow Grove SD 46/Maintenance Grant					
	WILMETTE SD 39		Other State	\$50,000.00	-	-	0.0%
		Wilmette SD 39/Maintenance Grant					
	WILMINGTON CUSD 209U		Other State	\$50,000.00	-	-	0.0%
		Wilmington CUSD 209U/School Maintenance					
	WINDSOR CUSD 1		Other State	\$50,000.00	-	-	0.0%
		Windsor CUSD 1/Maintenance Grant					
	WINNEBAGO CUSD 323		Other State	\$50,000.00	-	-	0.0%
		Winnebago CUSD 323/Maintenance Grant					
	WOOD DALE SD 7		Other State	\$50,000.00	-	-	0.0%
		Wood Dale SD 7/Maintenance Grant					
	WOOD RIVER-HARTFORD ESD 15		Other State	\$50,000.00	-	-	0.0%
		Wood River-Hartford SD 15/Maintenance Grant					
	WOODLAND CCSD 50		Other State	\$50,000.00	-	-	0.0%
		Woodland CCSD 50/Maintenance Grant					
	WOODLAND CUSD 5		Other State	\$50,000.00	-	-	0.0%
		Woodland CUSD 5/Maintenance Grant					
	WOODLAWN UNIT SCHL DSTRCT209		Other State	\$50,000.00	-	-	0.0%
		Woodlawn Unit SD 209/Maintenance Grant					
	WOODRIDGE SD 68		Other State	\$50,000.00	-	-	0.0%
		Woodridge SD 68/Maintenance Grant					
	WORTH SD 127		Other State	\$50,000.00	-	-	0.0%
		Worth SD 127/Maintenance Grant					
	ZEIGLER-ROYALTON CUSD 188		Other State	\$50,000.00	-	-	0.0%
		Zeigler-Royalton CUSD 188/Maint Grant					
	ZION-BENTON THSD 126		Other State	\$50,000.00	-	-	0.0%
		Zion-Benton TWP HSD 126/Maint Grant					

SOFTWARE SOLUTIONS

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AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
SOFTWARE SOLUTIONS							
	ANCHOR DATA SYSTEMS INC		Other State	\$155,376.00	\$129,558.00	\$6,864.00	83.4%
		One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS).					
	ANCHOR DATA SYSTEMS INC		Other State	\$155,376.00	\$128,778.00	\$14,664.00	82.9%
		One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and the (EIS).					
	ASHBAUGH & ASSOCIATES INC		Other State	\$182,268.00	\$151,890.00	\$35,044.50	83.3%
		One program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS).					
	ASHBAUGH & ASSOCIATES INC		Other State	\$182,268.00	\$148,596.00	\$25,254.00	81.5%
		Time and materials contract for a business analyst for the maintenance , support and enhancement of the Educator Licensure Information System (ELIS).					
	ASHBAUGH & ASSOCIATES INC		Federal	\$356,000.00	\$261,201.00	\$50,895.00	73.4%
		Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).					
	ASHBAUGH & ASSOCIATES INC		Federal	\$170,000.00	\$147,007.50	\$19,210.00	86.5%
		Will provide one business analyst (Carl Oberg) to assist in agency projects, focusing on the development and maintenance of Web-based Illinois Nutrition System (WINS).					
	ASHBAUGH & ASSOCIATES INC		Federal	\$182,500.00	\$146,045.67	\$23,816.26	80.0%
		Will provide one software developer(Jennifer Andruskevitch) to assist in the development and maintenance of special education web-based and LAN-based applications.					
	BOWSHER INFORMATION SYSTEMS INC		Other State	\$171,312.00	\$135,278.00	\$7,568.00	79.0%
		One programmer analyst to assist in further development of the Educator Data Systems (ELIS) and (EIS).					
	BOWSHER INFORMATION SYSTEMS INC		Federal	\$176,000.00	\$145,640.00	\$8,360.00	82.8%
		One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Child Nutrition projects.					
	BOWSHER INFORMATION SYSTEMS INC		GRF	\$164,000.00	\$135,689.50	\$14,432.00	82.7%
		One software developer to provide continued development and maintenance of various web-based applications. Kevin Bowsher is assigned as the software developer.					
	BOWSHER INFORMATION SYSTEMS INC		Other State	\$167,328.00	\$138,537.00	\$15,498.00	82.8%
		Program analyst for the maintenance, support and enhancement of the Educator Licensure Information System (ELIS).					
	BOWSHER INFORMATION SYSTEMS INC		Federal	\$172,000.00	\$136,267.00	\$7,740.00	79.2%
		Time and materials for the services of one software developer to provide continued development and maintenance of extant and future data systems as they pertain to Special Education projects.					
	BOWSHER INFORMATION SYSTEMS INC		Federal	\$75,800.00	\$40,856.00	-	53.9%
			GRF	\$67,200.00	\$57,288.00	\$8,652.00	85.3%
		Will provide a Business Intelligence Developer (Matt Fuiten) to assist in the development and maintenance of extant and future data systems as they pertain the Statewide Longitudinal Data System.					
	BOWSHER INFORMATION SYSTEMS INC		Other State	\$168,000.00	\$128,604.00	\$7,392.00	76.6%
		Will provide an agile coach/scrum master Phil Laurent) to assist on agency projects, focusing on the adoption and maintenance of and Agile/Scrum methodology through the Division.					

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AU	Vendor	Description	Fund Type	Funded Amt	YTD	MTD	YTD%
SOFTWARE SOLUTIONS							
	BOWSHER INFORMATION SYSTEMS INC		Federal	\$330,000.00	\$250,780.50	\$14,352.00	76.0%
	Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects. These contractors will work cooperatively with ISBE to provide continual enhancements, ongoing system maintenance and assist with the implementation of the Individualized Education Program (IEP) Special Education Tracking and Reporting (I-Star) development project.						
	DYNAMIC INTERACTIVE BUSINESS		Federal	\$56,600.00	\$45,380.00	-	80.2%
			GRF	\$54,400.00	\$46,172.00	\$11,968.00	84.9%
	One developer (Hemant Sinder) to assist in the development and maintenance of extant and future data systems as they pertain to the Statewide Longitudinal Data System (SLDS) Illinois Data for Fiscal and Instructional Results, Study and Transparency (Illinois Data FIRST) grant projects.						
	EDIFY TECHNOLOGIES INC		Federal	\$158,000.00	\$124,267.00	\$7,347.00	78.7%
	Will provide 1 software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).						
	EDIFY TECHNOLOGIES INC		GRF	\$164,000.00	\$122,016.00	\$15,088.00	74.4%
	Will provide one software developer on a time and material basis to provide continued development and maintenance of the Entity Profile System (EPS).						
	EDIFY TECHNOLOGIES INC		GRF	\$164,000.00	\$129,314.00	\$7,216.00	78.9%
	Will provide one software developer on a time and materials basis to assist in the development and maintenance of the ISBE Financial Data Systems.						
	IBM CORP		Federal	\$264,553.59	\$241,648.69	-	91.3%
			GRF	\$1,199,769.56	\$667,127.96	-	55.6%
	Will provide a project team to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the ISBE Student Information Systems (SIS).						
	LEAD IT CORPORATION		Federal	\$130,000.00	\$101,985.00	\$11,245.00	78.5%
	Will provide 2 software developers on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).						
	LEARNINGMATE SOLUTIONS INC		Federal	\$883,864.29	\$522,260.32	\$58,153.08	59.1%
			GRF	\$166,954.93	\$166,954.93	-	100.0%
			Other State	\$138,184.34	\$138,184.34	-	100.0%
	One project manager, one data architect, one business analyst and two programmer analysts to support the ISBE data warehouse.						
	LEARNINGMATE SOLUTIONS INC		Federal	\$125,000.00	\$56,431.25	-	45.1%
	Will provide one Outreach Coordinator (Rose Whelihan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Instructional results, study and transparency grant projects.						
	LEVI RAY & SHOUP INC		Federal	\$145,000.00	\$105,602.50	\$14,960.00	72.8%
	Will provide one Project Manager (Steve Koester) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal instructional results, study and transparency grant projects.						
	MARUCCO STODDARD FERENBACH AND		Federal	\$347,931.79	\$270,103.75	\$47,865.00	77.6%
			GRF	\$67,790.71	\$37,895.00	-	55.9%
	Time and materials contract for the services of 3 software developers to provide continued development and maintenance of the Ed360 web application.						

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SOFTWARE SOLUTIONS							
	MARUCCO STODDARD FERENBACH AND	Other State		\$360,000.00	\$283,297.50	\$32,760.00	78.7%
	Will provide 2 software developers to provide continued development and maintenance for various SharePoint applications.						
	MARUCCO STODDARD FERENBACH AND	GRF		\$680,000.00	\$529,563.75	\$61,026.25	77.9%
	Will provide on project manager (Ana Johnson) one business analyst (Julie Mossberg-Kingsley) and two developers (Michael Plugmacher and Keagan Galvin) to support the Early Education Childhood applications.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$160,000.00	\$126,780.00	\$13,840.00	79.2%
	Will provide one business analyst (MaryAnn Hedlund) to assist in agency projects, focusing on the development and maintenance of the Special Education Systems.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$59,920.00	\$25,120.00	\$12,480.00	41.9%
	Will provide one business analyst to support agency initiative around the ISBE data warehouse and Illinois implementation of Every Student Succeeds Act (ESSA).						
	MARUCCO STODDARD FERENBACH AND	Federal		\$96,770.00	\$59,015.00	\$14,895.00	61.0%
	Will provide one data analyst (Jaimee Carter) on a time and materials basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA), as defined by ISBE.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$151,000.00	\$113,798.00	\$18,876.00	75.4%
	Will provide one developer (Kevin Scheufele) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Financial and Instructional results, study and transparency grant projects.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$132,700.00	\$96,410.00	\$16,720.00	72.7%
	Will provide one Lead Data Analyst(Bob OKeefe) that is needed for coordinating program components related to the Illinois Longitudinal Data System which includes support and enhancements to the ISBE Data Warehouse.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$69,000.00	\$61,352.50	-	88.9%
		GRF		\$92,000.00	\$63,882.50	\$18,170.00	69.4%
	Will provide one project manager (Jeff Wheaton) to support agency initiatives revolving around the ISBE data Funding, Illinois Report Card, reporting of State assessments, Data Quality Dashboard, IL EMPOWER IBAM rubric,ESSA summative designations and holistic district plans.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$190,000.00	\$163,091.25	\$16,720.00	85.8%
	Will provide one Project Manager (Tom Janssen) to assist in support of Educator Effectiveness related to projects including the Educator Licensure Information System (ELIS) and the development of educator metrics in the ISBE data warehouse.						
	MARUCCO STODDARD FERENBACH AND	GRF		\$140,000.00	\$119,035.00	\$13,230.00	85.0%
	Will provide one software developer on time and materials to provide continued development and maintenance of the Early Childhood Data Systems. Will assist staff with data requests, implement enhancement and change requests and provide necessary support to the ISBE Data Warehouse.						
	MARUCCO STODDARD FERENBACH AND	Federal		\$182,000.00	\$134,589.00	\$15,060.50	74.0%
	Will supply a software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.						
	MBB OF SPRINGFIELD INC	Federal		\$164,000.00	\$115,866.00	\$14,432.00	70.7%
	One software developer to help supply materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education related projects.						

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SOFTWARE SOLUTIONS							
	MBB OF SPRINGFIELD INC		Federal	\$168,000.00	\$138,474.00	\$15,624.00	82.4%
		Will provide one software developer (Santosh Pulijala) to assist in the development and maintenance of special education web based and LAN based applications.					
	MBB OF SPRINGFIELD INC		Federal	\$149,000.00	\$128,885.00	\$12,218.00	86.5%
		Will provide one software developer on a time and materials basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects. Will work with ISBE to provide continual enhancements, ongoing system maintenance and assist with the SEDs rewrite project.					
	MBB OF SPRINGFIELD INC		Federal	\$154,000.00	\$131,439.00	\$12,936.00	85.4%
		Will provide software developer on a time and material basis to assist in the continued development and maintenance of the web based Illinois Nutrition System (WINS).					
	NORTHERN ILLINOIS UNIVERSITY		Federal	\$162,310.00	\$62,500.00	-	38.5%
		Will design and conduct a detailed study of various Illinois High School to College outcomes. Will analyze the correlation for high school and community college expenditures in relation to key high school to postsecondary transition metrics.					
	NORTHERN ILLINOIS UNIVERSITY		Federal	\$56,884.00	\$56,884.00	-	100.0%
		Will utilize expanded fiscal data in the ISBE Data Warehouse and Illinois Longitudinal Data Systems for any early childhood return on investment research project.					
	PLICKERS INC		GRF	\$51,250.00	\$51,250.00	-	100.0%
		Will provide an ongoing maintenance and enhancements in support of a statewide implementation of education technology enabling K-12 teachers to administer formative assessments in a classroom environment without the use of student devices or student logins.					
	SYNAPSIS INC		Federal	\$83,896.00	\$57,170.00	\$14,608.00	68.1%
		Will provide a data analyst (Vinod Kumar) on a time and material basis to support agency initiatives revolving around the ISBE data warehouse and the Illinois implementation of Every Student Succeeds Act (ESSA) as defined by ISBE.					
	SYNAPSIS INC		Federal	\$129,000.00	\$88,344.00	\$13,552.00	68.5%
		Will provide one business analyst (Roshini Srinivasan) to assist in the continued development and maintenance of extant and future data systems as they pertain to the ILDS Illinois Data for Fiscal and Intructional results, study and transparency grant projects.					
	VETERAN'S CONSULTING INC		Federal	\$164,000.00	\$96,760.00	\$6,888.00	59.0%
		One software developer to assist in the development and maintenance of extant and future data systems as they pertain to Special Ed projects.					
SPECIAL EDUCATION							
	BOONE WINNEBAGO ROE		Federal	\$125,000.00	\$29,319.99	-	23.5%
		Will hire, supervise and evaluate state sponsored IEP facilitators in partnership with ISBE . IEP facilitators will promote positive communication between districts/school personnel and parents during IEP meetings and assist with resolving conflicts that may arise as IEP team works to develop mutally acceptable IEPs .					
	DIAZ-POLLACK, BEATRIZ A		Federal	\$100,000.00	\$27,252.50	\$5,400.00	27.3%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	FUHRMANN, KATHLEEN C		Federal	\$110,000.00	\$66,200.00	\$10,800.00	60.2%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					

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FY 2020

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SPECIAL EDUCATION							
	LANER MUCHIN DOMBROW BECKER LTD		Federal	\$158,625.00	\$84,037.50	\$84,037.50	53.0%
		Will assist in review of ISBE Restraint and Time Out Forms submitted to ISBE from educational entities in Illinois for 2017-18, 2018-19 and 2019-20 school year.					
	MAXWELL WICKETT, JANET K		Federal	\$90,000.00	\$43,767.50	\$630.00	48.6%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	MEASUREMENT INCORPORATED		Federal	\$72,836.00	\$54,627.00	-	75.0%
		Parent Survey Reproduction, Dissemination, and Data Collection.					
	REGIONAL OFFICE OF EDUCATION 20		Federal	\$818,474.00	\$750,268.00	\$68,206.00	91.7%
		Harrisburg Project - Manage software for special education districts and co-ops.					
	SCHUSTER, ALAN G		Federal	\$110,000.00	\$36,837.50	-	33.5%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	SCHWARTZ, MARY E		Federal	\$100,000.00	\$49,730.00	\$3,825.00	49.7%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	SPECIAL EDUCATION SOLUTIONS		Federal	\$137,950.00	\$126,454.13	\$11,495.83	91.7%
		Training and technical assistance for ISBEs Special Education Due Process Hearing Officers.					
	SPECIAL EDUCATION SOLUTIONS		Federal	\$55,350.00	\$46,125.00	-	83.3%
		Will provide Special Education Mediator Training to maintain the mediators special education regulatory knowledge, dispute resolution skill set and critical thinking skills.					
	STRUSZ, MARY JO		Federal	\$110,000.00	\$23,765.00	\$2,340.00	21.6%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code. 20017					
	TRINKALA, LEAH M		Federal	\$110,000.00	\$92,660.00	\$1,845.00	84.2%
		Impartial Hearing Officers in the local-level - Section 14-8.02 of the School Code.					
	UNIVERSITY OF ILLINOIS		Federal	\$143,636.00	\$107,729.00	\$11,969.00	75.0%
		Maintain the IEP Tutorial website designed to aid Illinois teachers in making data-supported decisions when writing IEP goals linked to State Standards.					
TECHNOLOGY SUPPORT AND INFRASTRUCTURE							
	CDW LLC		Federal	\$163,999.98	\$161,692.60	-	98.6%
			GRF	\$50,000.00	\$50,000.00	-	100.0%
		Will provide EMC equipment, maintenance, support and service as well as maintenance and support services for ISBEs existing EMC equipment.					
	CROWE HORWATH LLP		GRF	\$117,295.27	\$117,295.27	-	100.0%
		Will perform comprehensive risk assessment.					
WELLNESS							
	AMERICAN INSTITUTE FOR RESEARCH		Federal	\$664,625.00	\$553,854.16	\$55,385.42	83.3%
		Technical assistance to the 21st Century Community Learning Centers grantees.					
	EDUCATION DEVELOPMENT CENTER INC		Federal	\$336,382.00	\$278,298.75	-	82.7%
		Statewide evaluation of the 21st Century Community Learning Center program. MY17413					

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WELLNESS							
	ILLINOIS CRIMINAL JUSTICE		Federal	\$84,683.11	\$29,113.28	-	34.4%
		Will collect and analyze several different types of data to document the implementation of the STOP -SV-IL project. Pre and post-training surveys will be created to document changes in educator and law enforcement officer knowledge and attitudes following training.					
	MACRO INTERNATIONAL INC		Federal	\$82,155.75	\$54,770.50	-	66.7%
		Will administer the Illinois Youth Risk Survey. MY19183					
	SOUTHERN ILL UNIV-CARBONDALE		Federal	\$88,265.00	\$66,198.75	-	75.0%
		Will design and execute a rigorous, evidence based local evaluation of the Sexual Risk Avoidance Education (SRAE) project.					
	THE UNIVERSITY OF CHICAGO		GRF	\$719,081.00	\$530,831.00	-	73.8%
		Will provide the support and services to administer a statewide survey of learning conditions as required by Section 2-3.153 of School Code (105 ILCS 5/2-3.153). MY20183					
	WEST 40 INTERMEDIATE		GRF	\$64,986.00	-	-	0.0%
		Will coordinate and execute non-public renewal visits. This includes visiting assigned schools; executing compliance processes, providing technical assistance and working with schools to correct deficiencies.					
	WEST 40 INTERMEDIATE		Federal	\$243,150.00	-	-	0.0%
		Will work in conjunction with the ISBE to meet the STOP grant deliverables of providing statewide mental health awareness trainings.					

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (May 31, 2020)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD
<u>General Revenue Fund</u>								
Lump Sums	\$ 71,057,100	\$ 54,522,684	\$ 16,534,416	76.73%	\$ 72,576,100	\$ 45,256,661	\$ 27,319,439	62.36%
Awards and Grants	4,046,632,800	3,615,238,394	431,394,406	89.34%	3,728,852,000	3,398,909,344	329,942,656	91.15%
Total General Revenue Fund	\$ 4,117,689,900	\$ 3,669,761,078	\$ 447,928,822	89.12%	\$ 3,801,428,100	\$ 3,444,166,005	\$ 357,262,095	90.60%
<u>Education Assistance Fund</u>								
Awards and Grants	\$ 728,849,300	\$ 728,375,689	\$ 473,611	99.94%	\$ 728,849,300	\$ 728,285,429	\$ 563,871	99.92%
<u>Common School Fund</u>								
Awards and Grants	\$ 3,213,015,600	\$ 2,738,515,678	\$ 474,499,922	85.23%	\$ 3,213,015,600	\$ 2,645,252,245	\$ 567,763,355	82.33%
<u>Teacher Certification Fee Revolving Fund</u>								
Lump Sums	\$ 6,000,000	\$ 2,164,255	\$ 3,835,745	36.07%	\$ 6,000,000	\$ 1,929,217	\$ 4,070,783	32.15%
<u>Drivers Education Fund</u>								
Awards and Grants	\$ 16,000,000	\$ 11,999,974	\$ 4,000,026	75.00%	\$ 18,750,000	\$ 14,062,471	\$ 4,687,529	75.00%
<u>School Dist. Emergency Financial Asst. Fund</u>								
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	\$ 1,000,000	\$ 15,834	\$ 984,166	1.58%
<u>SBE Special Purpose Trust Fund</u>								
Lump Sums (00)	\$ 8,484,800	\$ 83,464	\$ 8,401,336	0.98%	\$ 8,484,800	\$ 5,323,208	\$ 3,161,592	62.74%
Lump Sums (10)	7,990,000	4,663,999	3,326,001	58.37%	7,015,200	2,331,712	4,683,488	33.24%
Total SBE Special Purpose Trust Fund	\$ 16,474,800	\$ 4,747,463	\$ 11,727,337	28.82%	\$ 15,500,000	\$ 7,654,920	\$ 7,845,080	49.39%
<u>SBE Teacher Certification Institution Fund</u>								
Lump Sums	\$ 2,208,900	\$ 983,655	\$ 1,225,245	44.53%	\$ 2,208,900	\$ 305,691	\$ 1,903,209	13.84%
<u>SBE Federal Department of Agriculture Fund</u>								
Lump Sums	\$ 19,904,700	\$ 8,576,897	\$ 11,327,803	43.09%	19,904,700	7,488,194	12,416,506	37.62%
Awards and Grants	1,062,500,000	641,049,431	421,450,569	60.33%	1,062,500,000	653,828,463	408,671,537	61.54%
Total SBE Federal Department of Agriculture Fund	\$ 1,082,404,700	\$ 649,626,328	\$ 432,778,372	60.02%	\$ 1,082,404,700	\$ 661,316,657	\$ 421,088,043	61.10%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (May 31, 2020)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD
<u>SBE Federal Agency Services Fund</u>								
Lump Sums	\$ 1,378,800	\$ 184,781	\$ 1,194,019	13.40%	1,378,800	113,476	1,265,324	8.23%
Awards and Grants	17,050,000	4,546,991	12,503,009	26.67%	16,050,000	2,182,847	13,867,153	13.60%
Total SBE Federal Agency Services Fund	\$ 18,428,800	\$ 4,731,772	\$ 13,697,028	25.68%	\$ 17,428,800	\$ 2,296,323	\$ 15,132,477	13.18%
<u>SBE Federal Department of Education Fund</u>								
Lump Sums	\$ 85,869,800	\$ 25,352,899	\$ 60,516,901	29.52%	120,869,800	12,502,072	108,367,728	10.34%
Awards and Grants	\$ 2,435,900,000	\$ 1,088,720,482	\$ 1,347,179,518	44.69%	2,439,500,000	1,031,917,935	1,407,582,065	42.30%
Emergency Relief Fund	569,500,000	378,473	569,121,527	0.07%	-	-	-	n/a
Total SBE Federal Department of Education Fund	\$ 3,091,269,800	\$ 1,114,451,854	\$ 1,976,817,946	36.05%	\$ 2,560,369,800	\$ 1,044,420,007	\$ 1,515,949,793	40.79%
<u>Charter Schools Revolving Loan Program Fund</u>								
Awards and Grants	\$ 200,000	\$ -	\$ 200,000	0.00%	\$ 200,000	\$ -	\$ 200,000	0.00%
<u>School Infrastructure Fund</u>								
Lump Sums	\$ 600,000	\$ 54,194	\$ 545,806	9.03%	\$ 600,000	\$ 185,967	\$ 414,033	30.99%
District Broadband Expansion	15,928,428	1,113,851	14,814,577	6.99%	16,300,000	89,929	16,210,071	0.55%
School Maintenance Grants	240,000,000	-	240,000,000	0.00%	40,000,000	-	40,000,000	0.00%
Total School Infrastructure Fund	\$ 256,528,428	\$ 1,168,045	\$ 255,360,383	0.46%	\$ 56,900,000	\$ 275,896	\$ 56,624,104	0.48%
<u>School Technology Revolving Loan Program Fund</u>								
Awards and Grants	\$ 7,500,000	\$ 866,285	\$ 6,633,715	11.55%	\$ 7,500,000	\$ 442,300	\$ 7,057,700	5.90%
<u>Temporary Relocation Expenses Revolving Grant Fund</u>								
Awards and Grants	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%	\$ 1,000,000	\$ -	\$ 1,000,000	0.00%
<u>Capital Development Fund</u>								
Overcrowded Schools Construction Grants	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%	\$ 25,000,000	\$ -	\$ 25,000,000	0.00%
<u>School Construction Fund</u>								
School Maintenance Grants	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%	\$ 4,391,137	\$ -	\$ 4,391,137	0.00%

ILLINOIS STATE BOARD OF EDUCATION
Comparative Statement of Expenditures to Date (May 31, 2020)
Fiscal Years 2020 and 2019

	FY20				FY19			
	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD	Appropriation Amount	Expenditures to Date	Unexpended Appropriation	Percentage spent YTD
<u>Personal Property Tax Replacement Fund</u>								
Lump Sums	\$ 100,000	\$ 70,000	\$ 30,000	70.00%	\$ 70,000	\$ 70,000	\$ -	100.00%
Awards and Grants	6,970,000	6,390,100	579,900	91.68%	6,970,000	6,462,500	507,500	92.72%
Grants for Educational Purposes	11,200,000	9,738,831	1,461,169	86.95%	11,000,000	9,534,349	1,465,651	86.68%
Total Personal Property Tax Replacement Fund	\$ 18,270,000	\$ 16,198,931	\$ 2,071,069	88.66%	\$ 18,040,000	\$ 16,066,849	\$ 1,973,151	89.06%
<u>After School Rescue Fund</u>								
Lump Sums	\$ 200,000	\$ -	\$ 200,000	0.00%	\$ 200,000	\$ -	\$ 200,000	0.00%
<u>Fund for Advancement of Education</u>								
Awards and Grants	\$ 823,700,000	\$ 700,000,000	\$ 123,700,000	84.98%	\$ 641,500,000	\$ 600,000,000	\$ 41,500,000	93.53%
<u>State Charter School Commission Fund</u>								
Lump Sums	\$ 1,250,000	\$ 780,176	\$ 469,824	62.41%	\$ 1,250,000	\$ 876,625	\$ 373,375	70.13%
ISBE TOTALS	\$ 13,431,381,365	\$ 9,644,371,182	\$ 3,787,010,183	71.80%	\$ 12,202,936,337	\$ 9,167,366,469	\$ 3,035,569,868	75.12%

Illinois State Board of Education
FY 2020 Appropriation & Spending by Program 07/01/2019 thru 5/31/2020
(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
STATE							
Distributive Grants	<u>\$8,143,834.6</u>	<u>\$8,142,134.7</u>	<u>\$1,699.9</u>	<u>\$7,229,991.7</u>	<u>\$1,226.3</u>	<u>\$7,231,218.1</u>	<u>88.8%</u>
Evidence - Based Funding	\$7,211,163.2	\$7,209,463.3	\$1,699.9	\$6,560,894.6	\$1,226.3	\$6,562,120.9	91.0%
Property Tax Relief Grants	\$3,650.0	\$3,650.0	\$0.0	\$3,650.0	\$0.0	\$3,650.0	100.0%
District Consolidation Cost	\$218.0	\$218.0	\$0.0	\$134.7	\$0.0	\$134.7	61.8%
Mandated Categoricals	<u>\$928,803.4</u>	<u>\$928,803.4</u>	<u>\$0.0</u>	<u>\$665,312.5</u>	<u>\$0.0</u>	<u>\$665,312.5</u>	<u>71.6%</u>
Illinois Free Lunch/Breakfast	\$9,000.0	\$9,000.0	\$0.0	\$5,576.6	\$0.0	\$5,576.6	62.0%
Orphanage Tuition 18-3 (Reg Ed)	\$10,100.0	\$10,100.0	\$0.0	\$5,515.7	\$0.0	\$5,515.7	54.6%
Sp-Ed - Orphanage Tuition 14-7.03	\$80,500.0	\$80,500.0	\$0.0	\$32,336.8	\$0.0	\$32,336.8	40.2%
Sp-Ed - Private Tuition	\$152,320.0	\$152,320.0	\$0.0	\$114,240.0	\$0.0	\$114,240.0	75.0%
Sp-Ed - Transportation	\$387,682.6	\$387,682.6	\$0.0	\$290,762.0	\$0.0	\$290,762.0	75.0%
Transportation - Regular/Vocational	\$289,200.8	\$289,200.8	\$0.0	\$216,881.4	\$0.0	\$216,881.4	75.0%
Standards - Assessment & Accountability	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$46,500.0</u>	<u>\$0.0</u>	<u>\$33,978.7</u>	<u>\$33,978.7</u>	<u>73.1%</u>
Assessments	\$46,500.0	\$0.0	\$46,500.0	\$0.0	\$33,978.7	\$33,978.7	73.1%
Ensuring Quality Ed Personnel	<u>\$2,500.0</u>	<u>\$2,500.0</u>	<u>\$0.0</u>	<u>\$1,816.7</u>	<u>\$0.0</u>	<u>\$1,816.7</u>	<u>72.7%</u>
National Board Certification	\$1,500.0	\$1,500.0	\$0.0	\$900.0	\$0.0	\$900.0	60.0%
Teach for America	\$1,000.0	\$1,000.0	\$0.0	\$916.7	\$0.0	\$916.7	91.7%
Early Childhood	<u>\$543,738.1</u>	<u>\$533,920.6</u>	<u>\$9,817.5</u>	<u>\$448,701.7</u>	<u>\$7,272.6</u>	<u>\$455,974.3</u>	<u>83.9%</u>
Academic Difficulty	<u>\$17,800.0</u>	<u>\$17,800.0</u>	<u>\$0.0</u>	<u>\$16,486.1</u>	<u>\$0.0</u>	<u>\$16,486.1</u>	<u>92.6%</u>
Alternative Learning/Regional Safe Schools	\$6,300.0	\$6,300.0	\$0.0	\$5,894.6	\$0.0	\$5,894.6	93.6%
Truants' Alternative Optional Education	\$11,500.0	\$11,500.0	\$0.0	\$10,591.6	\$0.0	\$10,591.6	92.1%
Learning Technologies	<u>\$2,443.8</u>	<u>\$539.2</u>	<u>\$1,904.7</u>	<u>\$0.0</u>	<u>\$1,315.3</u>	<u>\$1,315.3</u>	<u>53.8%</u>
State & District Tech Support	\$2,443.8	\$539.2	\$1,904.7	\$0.0	\$1,315.3	\$1,315.3	53.8%
Career Preparation	<u>\$48,062.1</u>	<u>\$48,062.1</u>	<u>\$0.0</u>	<u>\$39,407.7</u>	<u>\$0.0</u>	<u>\$39,407.7</u>	<u>82.0%</u>
Agricultural Education	\$5,000.0	\$5,000.0	\$0.0	\$4,286.7	\$0.0	\$4,286.7	85.7%
Career and Technical Education	\$43,062.1	\$43,062.1	\$0.0	\$35,121.0	\$0.0	\$35,121.0	81.6%

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
Administration	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$23,217.2</u>	<u>\$0.0</u>	<u>\$19,663.2</u>	<u>\$19,663.2</u>	<u>84.7%</u>
Targeted Initiatives	<u>\$55,159.0</u>	<u>\$51,819.1</u>	<u>\$3,339.9</u>	<u>\$35,911.6</u>	<u>\$880.8</u>	<u>\$36,792.4</u>	<u>66.7%</u>
Advanced Placement Classes	\$500.0	\$500.0	\$0.0	\$316.3	\$0.0	\$316.3	63.3%
After School Matters	\$3,443.8	\$3,443.8	\$0.0	\$3,225.0	\$0.0	\$3,225.0	93.6%
After-School Programs	\$20,000.0	\$20,000.0	\$0.0	\$9,142.0	\$0.0	\$9,142.0	45.7%
Art Institute of Chicago	\$30.0	\$30.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Autism	\$100.0	\$100.0	\$0.0	\$90.0	\$0.0	\$90.0	90.0%
Blind & Dyslexic	\$846.0	\$846.0	\$0.0	\$846.0	\$0.0	\$846.0	100.0%
Community Residential Services Authority	\$650.0	\$0.0	\$650.0	\$0.0	\$503.4	\$503.4	77.4%
Educator Misconduct Investigations	\$429.9	\$0.0	\$429.9	\$0.0	\$377.4	\$377.4	87.8%
GATA/ BFR	\$260.0	\$0.0	\$260.0	\$0.0	\$0.0	\$0.0	0.0%
Mental Health Services	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Mobile Tolerance Education Center	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Southwest Organizing Project - Parent Mentoring	\$3,500.0	\$3,500.0	\$0.0	\$3,500.0	\$0.0	\$3,500.0	100.0%
School Support Services	\$1,002.8	\$1,002.8	\$0.0	\$239.4	\$0.0	\$239.4	23.9%
Materials Center for the Visually Impaired	\$1,421.1	\$1,421.1	\$0.0	\$1,250.0	\$0.0	\$1,250.0	88.0%
Philip J. Rock Center & School	\$3,777.8	\$3,777.8	\$0.0	\$2,899.8	\$0.0	\$2,899.8	76.8%
Adv Placement Low Income Test Fee	\$2,000.0	\$0.0	\$2,000.0	\$0.0	\$0.0	\$0.0	0.0%
STEM Programs	\$200.0	\$200.0	\$0.0	\$118.0	\$0.0	\$118.0	59.0%
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$0.0	\$222.6	100.0%
Parent Education Pilot Program	\$175.0	\$175.0	\$0.0	\$87.5	\$0.0	\$87.5	50.0%
Youth Build Illinois	\$2,500.0	\$2,500.0	\$0.0	\$1,875.0	\$0.0	\$1,875.0	75.0%
District Intervention Funding	\$12,100.0	\$12,100.0	\$0.0	\$12,100.0	\$0.0	\$12,100.0	100.0%
OTHER STATE							
Regional Services	<u>\$18,270.0</u>	<u>\$18,240.0</u>	<u>\$30.0</u>	<u>\$16,198.9</u>	<u>\$0.0</u>	<u>\$16,198.9</u>	<u>88.7%</u>
ROE - Bus Driver Training	\$100.0	\$70.0	\$30.0	\$70.0	\$0.0	\$70.0	70.0%
ROE - Salaries	\$11,200.0	\$11,200.0	\$0.0	\$9,738.8	\$0.0	\$9,738.8	87.0%
ROE - School Services	\$6,970.0	\$6,970.0	\$0.0	\$6,390.1	\$0.0	\$6,390.1	91.7%
School Infrastructure Fund	<u>\$256,528.4</u>	<u>\$255,928.4</u>	<u>\$600.0</u>	<u>\$1,113.9</u>	<u>\$54.2</u>	<u>\$1,168.0</u>	<u>0.5%</u>
School Infrastructure	\$256,528.4	\$255,928.4	\$600.0	\$1,113.9	\$54.2	\$1,168.0	0.5%
Driver Education	<u>\$16,000.0</u>	<u>\$16,000.0</u>	<u>\$0.0</u>	<u>\$12,000.0</u>	<u>\$0.0</u>	<u>\$12,000.0</u>	<u>75.0%</u>

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
Other Funds	<u>\$65,224.8</u>	<u>\$39,348.2</u>	<u>\$25,876.6</u>	<u>\$923.4</u>	<u>\$8,618.5</u>	<u>\$9,541.8</u>	<u>14.6%</u>
After School Rescue Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Capital Development Fund - School Construction	\$25,000.0	\$25,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Charter Schools Revolving Loan Fund	\$200.0	\$200.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Emergency Financial Assistance Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
ISBE - Special Purpose Trust Fund	\$16,474.8	\$57.1	\$16,417.7	\$57.1	\$4,690.4	\$4,747.5	28.8%
ISBE Teacher Certificate Institute Fund	\$2,208.9	\$0.0	\$2,208.9	\$0.0	\$983.7	\$983.7	44.5%
School Construction Maintenance Fund	\$4,391.1	\$4,391.1	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
School Technology Revolving Loan	\$7,500.0	\$7,500.0	\$0.0	\$866.3	\$0.0	\$866.3	11.6%
State Charter School Commission	\$1,250.0	\$0.0	\$1,250.0	\$0.0	\$780.2	\$780.2	62.4%
Teacher Certification Fee Revolving Fund	\$6,000.0	\$0.0	\$6,000.0	\$0.0	\$2,164.3	\$2,164.3	36.1%
Temporary Relocation Revolving Fund	\$1,000.0	\$1,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
FEDERAL							
Federal Ordinary & Contingent	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>0.0%</u>
Federal Ordinary & Contingent	\$72,153.3	\$0.0	\$72,153.3	\$0.0	\$26,284.9	\$26,284.9	36.4%
Federal Funds	<u>\$4,119,950.0</u>	<u>\$4,025,459.1</u>	<u>\$94,490.9</u>	<u>\$1,730,999.8</u>	<u>\$11,525.2</u>	<u>\$1,742,525.1</u>	<u>42.3%</u>
Advanced Placement Fee Payment	\$3,300.0	\$3,300.0	\$0.0	\$224.8	\$0.0	\$224.8	6.8%
School Health Programs - Adolescent Health	\$500.0	\$0.0	\$500.0	\$0.0	\$0.0	\$0.0	0.0%
Career & Technical Education	\$66,000.0	\$66,000.0	\$0.0	\$26,074.9	\$0.0	\$26,074.9	39.5%
CEEDAR Grant - University of Florida	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
Charter Schools	\$23,000.0	\$23,000.0	\$0.0	\$410.0	\$0.0	\$410.0	1.8%
Child Nutrition	\$1,062,500.0	\$1,062,500.0	\$0.0	\$641,049.4	\$0.0	\$641,049.4	60.3%
IDEA - Deaf Blind, Part C	\$800.0	\$800.0	\$0.0	\$242.0	\$0.0	\$242.0	30.2%
IDEA - Improvement Plan	\$5,000.0	\$5,000.0	\$0.0	\$1,323.2	\$0.0	\$1,323.2	26.5%
IDEA - Pre-School	\$29,200.0	\$29,200.0	\$0.0	\$12,536.8	\$0.0	\$12,536.8	42.9%
Improving Student Health and Achievement	\$45.0	\$45.0	\$0.0	\$0.8	\$0.0	\$0.8	1.7%
Individuals with Disabilities Educ. Act, Pt. B	\$754,000.0	\$754,000.0	\$0.0	\$394,957.6	\$0.0	\$394,957.6	52.4%
Longitudinal Data System	\$5,200.0	\$0.0	\$5,200.0	\$0.0	\$1,857.7	\$1,857.7	35.7%
Math & Science Partnerships	\$2,000.0	\$2,000.0	\$0.0	\$1,179.1	\$0.0	\$1,179.1	59.0%
Preschool Expansion Grant	\$35,000.0	\$34,013.5	\$986.5	\$3,966.4	\$453.1	\$4,419.6	12.6%
PDG Birth to Five	\$3,750.0	\$1,551.9	\$2,198.1	\$1,163.9	\$1,285.7	\$2,449.6	65.3%
School Health Programs - Abstinence	\$6,455.0	\$6,348.7	\$106.3	\$1,555.5	\$69.9	\$1,625.4	25.2%
Special Congressional Initiatives	\$5,000.0	\$5,000.0	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
STOP School Violence	\$1,000.0	\$0.0	\$1,000.0	\$0.0	\$29.1	\$29.1	2.9%

Initiatives	Appropriation			YTD Expenditures			
	Total	Grants	Admin	Grants	Admin	Total	% Appr.
Substance Abuse and Mental Health (SAMHA)	\$5,300.0	\$5,300.0	\$0.0	\$442.1	\$0.0	\$442.1	8.3%
Title I - Basic Programs	\$917,260.0	\$917,260.0	\$0.0	\$463,944.7	\$0.0	\$463,944.7	50.6%
Title I - Education of Migratory Children	\$3,500.0	\$3,500.0	\$0.0	\$743.1	\$0.0	\$743.1	21.2%
Title I - Migrant Consortium Incentive	\$40.0	\$40.0	\$0.0	\$8.8	\$0.0	\$8.8	21.9%
Title I - Neglected and Delinquent	\$1,200.0	\$1,200.0	\$0.0	\$330.9	\$0.0	\$330.9	27.6%
Title I - School Improvement	\$168,000.0	\$168,000.0	\$0.0	\$42,666.8	\$0.0	\$42,666.8	25.4%
Title II - Quality Teachers	\$160,000.0	\$160,000.0	\$0.0	\$52,639.5	\$0.0	\$52,639.5	32.9%
Title III - English Language Acquisition	\$50,400.0	\$50,400.0	\$0.0	\$15,911.8	\$0.0	\$15,911.8	31.6%
Title IV - Student Support & Academic Enrich.	\$87,871.2	\$87,871.2	\$0.0	\$32,674.0	\$0.0	\$32,674.0	37.2%
Title IV - 21st Century Schools	\$112,128.8	\$112,128.8	\$0.0	\$34,046.2	\$0.0	\$34,046.2	30.4%
Title V - Rural & Low Income Programs	\$2,000.0	\$2,000.0	\$0.0	\$1,084.1	\$0.0	\$1,084.1	54.2%
Title VI - State Assessment	\$35,000.0	\$0.0	\$35,000.0	\$0.0	\$7,829.7	\$7,829.7	22.4%
Title X - McKinney Homeless Assistance	\$5,000.0	\$5,000.0	\$0.0	\$1,444.9	\$0.0	\$1,444.9	28.9%
Elementary & Secondary Emerg. Relief Fund	\$569,500.0	\$520,000.0	\$49,500.0	\$378.5	\$0.0	\$378.5	0.1%
TOTAL - ALL FUNDS:	\$13,431,381.4	\$13,151,751.3	\$279,630.0	\$9,533,551.5	\$110,819.7	\$9,644,371.2	71.8%

Illinois State Board of Education Contract Awards May 1, 2020 - May 31, 2020					
Vendor	Illinois Procurement Bulletin/BidBuy Award Notice Date	Type of Award	Term	Contract Term Amount	Description
INCCRRA	4/8/2020	Sole Source	May 1, 2020 - December 30, 2020	\$660,000.00	This project will expand on this existing effort and expand I/ECMH consultation to ECCE programs by training new consultants to implement the Illinois I/ECMHC Model. College Course Modularization - will support a consortium of faculty at IHEs to modularize their ECCE coursework, implement assessments of prior learning, implement articulation to course credit aligned to credentials and degrees, and restructure the progression of courses for ECCE professionals.
Southern Illinois University School of Medicine	N/A	Intergovernmental Agreement	July 1, 2020 - December 30, 2020	\$41,131.00	To design and execute a rigorous, evidence-based local evaluation of the Sexual Risk Avoidance Education (SRAE) project.
Sea Group	4/17/2020	RFSP	July 1, 2020 - June 30, 2022	\$302,000.00	Will provide one software developer on a time and material basis to assist in the development and maintenance of extant and future data systems as they pertain to Special Education projects.
Pamela Jurkoshek	4/23/2020	RFSP	July 1, 2020 - June 30, 2021	\$41,250.00	Annually, ISBE collects financial data from all Illinois Local Education Areas (LEAs) and is required to verify the data collected to determine compliance with Maintenance of Effort (MOE) prior to awarding IDEA Part B funds.
Regional Office of Education #20	N/A	Intergovernmental Agreement	July 1, 2020 - June 30, 2021	\$ 838,675.00	The requirement for special education data and reporting is contained in the Individuals with Disabilities Education Improvement Act of 2014, PL 108-446. The Harrisburg Project maintains software for microcomputers allowing special education districts and cooperatives to maintain and report data to ISBE regarding special education personnel and students with disabilities.
School Association of Special Education	N/A	Intergovernmental Agreement	May 18, 2020 - December 30, 2020	\$ 556,690.00	The requirement for special education data and reporting is contained in the Individuals with Disabilities Education Improvement Act of 2014, PL 108-446. The Harrisburg Project maintains software for microcomputers allowing special education districts and cooperatives to maintain and report data to ISBE regarding special education personnel and students with disabilities.
Illinois Math and Science Academy	N/A	Intergovernmental Agreement	May 1, 2020 - August 1, 2020	\$ 41,373.00	Will support the development of transitional math resources as authorized by Postsecondary Workforce Readiness (PWR Act).

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Program: 2020 - 3220, Career & Technical Ed Improvement (CTEI)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-000-0000-46(00)	CAREER ED ASSOC N CEN IL-EFE	LOVES PARK	835587	05/13/2020
06-016-2010-46(00)	MORTON REG DELIVERY SYST-EFE	CICERO	257812	05/13/2020
06-016-2120-46(00)	DES PLAINES VALLEY EFE 030	RIVER GROVE	576909	05/26/2020
07-016-2180-46(00)	MORAIN AREA CAREER SYST-EFE	OAK LAWN	845653	05/20/2020
07-016-7900-45(00)	CAREER NETWORK SO COOK - EFE	CHICAGO HEIGHTS	404128	05/16/2020
08-000-0000-46(00)	EAGLE RIDGE DELIVERY SYS-EFE	FREEPORT	320447	05/28/2020
08-089-7230-45(00)	CAREER AND TECHNICAL EDUC CONS	FREEPORT	251473	05/20/2020
12-000-0000-46(00)	TWIN RIVERS REG VOC SYSTEM	ROBINSON	214286	05/27/2020
12-013-0350-46(00)	CLAY-JASPER-RCHLND-N WAYN-EF	FLORA	310002	05/13/2020
13-000-0000-46(00)	MCW CAREER AND TECHNICAL EDUC	SALEM	370309	05/11/2020
16-000-0000-46(00)	KISHWAUKEE ED CONSORTIUM-EFE	MALTA	363139	05/20/2020
20-000-0000-46(00)	OHIO & WABASH VALLEY REG SYS	NORRIS CITY	468723	05/11/2020
21-000-0000-46(00)	FRANKLIN COUNTY REG SYST-EFE	BENTON	252554	05/26/2020
21-100-8010-46(00)	WILLIAMSON CO REG VOC SY-EFE	HERRIN	330857	05/04/2020
32-000-0000-47(00)	IROQUOIS AREA DEL SYSTEM-EFE	WATSEKA	140427	05/28/2020
33-094-7290-45(00)	DELABAR VOC EDUC SYSTEM-EFE	MONMOUTH	313184	05/05/2020
35-050-7200-45(00)	STARVED ROCK FOR VOC TECHNIC	PERU	713054	05/15/2020
39-000-0000-46(00)	IL HEARTLAND REGN PLAN - EFE	DECATUR	642539	05/21/2020
44-000-0000-46(00)	MCHENRY COUNTY CO-OP - EFE 1	WOODSTOCK	597938	05/15/2020
45-000-0000-46(00)	OKAW REGIONAL VOC SYSTEM-EFE	CHESTER	433646	05/28/2020
48-000-0000-46(00)	PEORIA EDUCATIONAL REGN-EFE	PEORIA	437681	05/12/2020
49-081-0300-46(00)	QUAD CITY CAREER AND TECH ED CO	EAST MOLINE	938670	05/28/2020
51-084-7310-45(00)	REGIONAL OFFICE OF CAREER	SPRINGFIELD	967338	05/07/2020
53-000-0000-46(00)	TAZEWELL COUNTY DEL SYST-EFE	PEKIN	582209	05/15/2020
53-102-7210-45(00)	CENTRAL IL VOC ED COOP - EFE	METAMORA	276583	05/14/2020
60-105-4280-30(00)	JUVENILE JUSTICE DEPT OF	SPRINGFIELD	281452	05/04/2020
			12126600	

Program: 2020 - 3235, Agriculture Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(30)	BEARDSTOWN CUSD 15	BEARDSTOWN	9465	05/25/2020
03-025-0200-26(30)	BEECHER CITY CUSD 20	BEECHER CITY	6212	05/25/2020
11-015-0020-26(30)	MATTOON CUSD 2	MATTOON	7474	05/20/2020
11-021-3060-26(30)	ARCOLA CUSD 306	ARCOLA	8010	05/25/2020
11-070-3020-26(30)	OKAW VALLEY CUSD 302	BETHANY	7239	05/20/2020
11-087-0010-26(30)	WINDSOR CUSD 1	WINDSOR	6145	05/25/2020
11-087-0210-26(30)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	3020	05/25/2020
12-017-0040-26(30)	OBLONG CUSD 4	OBLONG	9599	05/25/2020
17-064-0050-26(21)	MCLEAN COUNTY UD 5	NORMAL	2173	05/25/2020
21-028-1740-26(20)	THOMPSONVILLE COMMUNITY UNIT	THOMPSONVILLE	1158	05/20/2020
21-061-0010-26(30)	MASSAC COUNTY UNIT SCHOOL DIST 1	METROPOLIS	21357	05/25/2020
26-034-3250-26(20)	NAUVOO-COLUSA CUSD 325	NAUVOO	2500	05/20/2020
30-039-1760-26(30)	TRICO CUSD 176	CAMPBELL HILL	10011	05/25/2020
31-045-3010-26(30)	CENTRAL CUSD 301	BURLINGTON	29182	05/20/2020

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39-055-0090-26(30)	SANGAMON VALLEY CUSD 9	NIANTIC	9020	05/25/2020
39-074-1000-26(20)	CERRO GORDO CUSD 100	CERRO GORDO	2569	05/04/2020
47-052-2750-26(30)	ASHTON-FRANKLIN CNTR CUSD 275	ASHTON	7479	05/25/2020
47-098-0060-26(30)	MORRISON COMMUNITY UNIT SD 6	MORRISON	9951	05/25/2020
48-072-3230-26(20)	DUNLAP CUSD 323	PEORIA	758	05/21/2020
49-081-2000-26(30)	SCHOOL DISTRICT 200 SHERRARD COM	SHERRARD	18980	05/25/2020
50-082-0190-26(30)	MASCOUTAH CUD 19	MASCOUTAH	12017	05/25/2020
51-065-2130-26(30)	ATHENS CUSD 213	ATHENS	15517	05/20/2020
			199836	

Program: 2020 - 3705, Early Childhood - Block Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
16-019-4250-26(00)	COMMUNITY UNIT DIST 425	SHABBONA	143681	05/14/2020
28-006-1030-22(00)	DEPUE CUSD 103	DEPUE	138121	05/05/2020
31-045-0460-22(00)	SCHOOL DISTRICT U-46	ELGIN	76635	05/28/2020
31-045-0460-22(01)	SCHOOL DISTRICT U-46	ELGIN	11850	05/28/2020
32-046-2590-04(00)	PEMBROKE CCSD 259	HOPKINS PARK	193385	05/27/2020
32-046-2590-04(01)	PEMBROKE CCSD 259	HOPKINS PARK	157219	05/27/2020
41-057-029P-00(00)	SOUTHERN ILL UNIV-EDWARDSVILLE	EDWARDSVILLE	143681	05/12/2020
50-082-052P-00(00)	DEE DEES LEARNING ACADEMY INC	DUPO	62170	05/28/2020
56-099-5270-51(00)	GOVERNORS STATE UNIVERSITY	UNIVERSITY PARK	129273	05/01/2020
			1056015	

Program: 2020 - 3999, Other State Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-1720-22(AD)	QUINCY SD 172	QUINCY	3137	05/18/2020
03-011-0080-26(AD)	PANA SD 8	PANA	16822	05/12/2020
05-016-0650-04(AD)	EVANSTON C C SCHOOL DIST 65	EVANSTON	3488	05/14/2020
06-016-1050-02(AD)	LA GRANGE SD 105	LAGRANGE	14401	05/12/2020
07-016-1090-02(AD)	INDIAN SPRINGS SD 109	JUSTICE	30270	05/12/2020
07-016-1690-02(AD)	FORD HEIGHTS SD 169	FORD HEIGHTS	16886	05/22/2020
09-010-0040-26(AD)	CHAMPAIGN CUSD 4	CHAMPAIGN	17778	05/28/2020
09-010-1370-02(AD)	RANTOUL CITY SD 137	RANTOUL	52620	05/15/2020
11-087-0210-26(AD)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	2882	05/07/2020
12-051-0100-26(ER)	RED HILL CUSD 10	BRIDGEPORT	39525	05/18/2020
13-041-0800-02(AD)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	46774	05/28/2020
26-034-3270-04(AD)	DALLAS ELEMENTARY SCHOOL	DALLAS CITY	6451	05/28/2020
26-062-1030-26(PS)	WEST PRAIRIE CUSD 103	COLCHESTER	15000	05/08/2020
28-006-1030-22(AD)	DEPUE CUSD 103	DEPUE	13540	05/14/2020
31-045-3030-26(AD)	COMMUNITY UNIT SCHOOL DIST 303	ST CHARLES	2627	05/22/2020
34-049-1030-02(AD)	LINCOLNSHIRE-PRAIRIEVIEW 103	LINCOLNSHIRE	2532	05/13/2020
34-049-1870-26(AD)	NORTH CHICAGO SD 187	NORTH CHICAGO	92867	05/29/2020
41-057-0100-26(AD)	COLLINSVILLE CUSD 10	COLLINSVILLE	26333	05/22/2020
45-079-0010-22(AD)	COULTERVILLE USD 1	COULTERVILLE	3807	05/11/2020
49-081-0370-02(AD)	EAST MOLINE SD 37	EAST MOLINE	96227	05/04/2020
49-081-0400-22(AD)	MOLINE-COLE VALLEY COMMUNITY	MOLINE	43123	05/06/2020

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53-090-0760-02(PS)	CREVE COEUR SD 76	CREVE COEUR	28442	05/04/2020
53-090-1370-02(AD)	SOUTH PEKIN SD 137	SOUTH PEKIN	8555	05/04/2020
54-092-0040-26(AD)	GEORGETOWN RIDGE FARM CUSD 4	GEORGETOWN	7089	05/11/2020
56-099-201U-26(AD)	CRETE-MONEE COMMUNITY UNIT	CRETE	67133	05/15/2020
			658309	

Program: 2020 - 4300, Title I - Low Income

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-2620-26(00)	A-C CENTRAL CUSD 262	ASHLAND	56395	05/21/2020
01-086-0010-26(00)	COMMUNITY UNIT SCHOOL DISTRICT 1	WINCHESTER	126875	05/19/2020
05-016-0690-02(00)	SKOKIE SD 69	SKOKIE	548682	05/11/2020
05-016-0710-02(00)	NILES ELEM SD 71	NILES	192723	05/20/2020
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	827080	05/05/2020
07-016-1720-02(00)	SANDRIDGE SD 172	LYNWOOD	256736	05/13/2020
08-089-2000-26(00)	PEARL CITY CUSD 200	PEARL CITY	90950	05/28/2020
09-010-3050-16(00)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	20134	05/26/2020
11-012-002C-26(00)	MARSHALL CUSD 2C	MARSHALL	325002	05/29/2020
12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	362125	05/01/2020
13-014-0710-16(00)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	80879	05/06/2020
13-041-0050-04(00)	COUNTY OF JEFFERSON	OPDYKE	164828	05/11/2020
13-058-2000-17(00)	CENTRALIA HSD 200	CENTRALIA	476192	05/04/2020
13-058-6000-16(00)	SALEM COM HIGH SCHOOL DIST 600	SALEM	199620	05/28/2020
15-016-9050-90(00)	INTRINSIC 2 CHARTER HIGH SCHOOL	CHICAGO	58017	05/12/2020
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	226485	05/29/2020
16-019-4270-26(00)	SYCAMORE CUSD 427	SYCAMORE	447168	05/05/2020
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	53168	05/12/2020
19-022-0100-02(00)	ITASCA PUBLIC SCHOOLS DIST 10	ITASCA	77804	05/11/2020
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	212538	05/11/2020
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	144493	05/28/2020
24-032-0010-26(00)	COAL CITY CUSD 1	COAL CITY	272627	05/28/2020
26-029-0040-26(00)	SPOON RIVER VALLEY CUSD 4	LONDON MILLS	83315	05/26/2020
26-062-1700-26(00)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	249385	05/04/2020
28-006-0940-04(00)	LADD COMMUNITY CNSLDTD SCHOOL	LADD	67400	05/08/2020
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	436757	05/22/2020
28-037-2230-26(00)	ORION CUSD 223	ORION	90583	05/21/2020
30-039-1650-16(00)	CARBONDALE CHSD 165	CARBONDALE	820180	05/15/2020
30-039-1960-26(00)	ELVERADO CUSD 196	ELKVILLE	209692	05/29/2020
30-077-1010-26(00)	MERIDIAN CUSD 101	MOUNDS	422671	05/20/2020
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	656480	05/20/2020
33-048-2100-26(00)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	86868	05/11/2020
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	534127	05/20/2020
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	372136	05/20/2020
35-059-0070-26(00)	MIDLAND CUSD 7	SPARLAND	152217	05/01/2020
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	54821	05/18/2020
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	437402	05/13/2020
41-057-0020-26(00)	TRIAD CUSD 2	TROY	318085	05/20/2020

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44-063-0460-03(00)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	65208	05/07/2020
53-090-3080-16(00)	WASHINGTON CHSD 308	WASHINGTON	103246	05/15/2020
			10381094	

Program: 2020 - 4305, Title I - Low Income - Neglected Priv.

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
09-010-1160-22(00)	URBANA SD 116	URBANA	99217	05/15/2020
			99217	

Program: 2020 - 4331, Title I - School Improvement & Accountability

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
07-016-1590-02(20)	ELEM SD 159 - MATTESON	MATTESON	15000	05/15/2020
21-028-1680-26(20)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFORT	30000	05/08/2020
26-034-3370-26(20)	SOUTHEASTERN CUSD 337	AUGUSTA	15000	05/14/2020
26-062-1030-26(20)	WEST PRAIRIE CUSD 103	COLCHESTER	15000	05/14/2020
32-046-0020-26(20)	HERSCHER CUSD 2	HERSCHER	15000	05/27/2020
44-063-0500-26(20)	HARVARD CUSD 50	HARVARD	111293	05/21/2020
50-082-1890-22(20)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	261992	05/12/2020
53-060-1910-26(20)	MIDWEST CENTRAL CUD 191	MANITO	30000	05/27/2020
56-099-0900-02(20)	COUNTY OF WILL SD90	LOCKPORT	15000	05/01/2020
			508285	

Program: 2020 - 4340, Title I - Migrant Education

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(01)	BEARDSTOWN CUSD 15	BEARDSTOWN	143443	05/15/2020
09-010-5050-51(01)	PARKLAND COLL DIST 505	CHAMPAIGN	355282	05/14/2020
16-019-5430-51(01)	NORTHERN ILLINOIS UNIVERSITY	DE KALB	119956	05/29/2020
48-072-3260-26(01)	PRINCEVILLE CUSD 326	PRINCEVILLE	47098	05/14/2020
			665779	

Program: 2020 - 4341, Title I - Migrant Incentive Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-0150-26(00)	BEARDSTOWN CUSD 15	BEARDSTOWN	6257	05/19/2020
16-019-5430-51(00)	NORTHERN ILLINOIS UNIVERSITY	DE KALB	2293	05/20/2020
			8550	

Program: 2020 - 4400, Title IVA Student Support & Academic Enrich

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
04-004-1000-26(00)	BELVIDERE CUSD 100	BELVIDERE	134374	05/07/2020
05-016-0690-02(00)	SKOKIE SD 69	SKOKIE	40373	05/11/2020
05-016-0710-02(00)	NILES ELEM SD 71	NILES	12668	05/20/2020
09-010-3050-16(00)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	10078	05/26/2020
11-012-002C-26(00)	MARSHALL CUSD 2C	MARSHALL	23476	05/29/2020
15-016-9050-90(00)	INTRINSIC 2 CHARTER HIGH SCHOOL	CHICAGO	10000	05/12/2020
16-019-4270-26(00)	SYCAMORE CUSD 427	SYCAMORE	28440	05/05/2020
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	29999	05/06/2020
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	34360	05/11/2020
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	6000	05/28/2020

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24-032-0010-26(00)	COAL CITY CUSD 1	COAL CITY	4589	05/28/2020
26-062-1700-26(00)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	27248	05/04/2020
30-039-1960-26(00)	ELVERADO CUSD 196	ELKVILLE	14750	05/29/2020
32-046-0530-02(00)	BOURBONNAIS ESD 53	BOURBONNAIS	37180	05/20/2020
33-048-2100-26(00)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	10000	05/11/2020
34-049-0790-02(00)	FREMONT SD 79	MUNDELEIN	9315	05/18/2020
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	48452	05/20/2020
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	33888	05/20/2020
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	14156	05/18/2020
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	226349	05/15/2020

755695

Program: 2020 - 4600, Fed. - Sp. Ed. - Pre-School Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-001-0040-26(00)	MENDON CUSD 4	MENDON	14514	05/26/2020
03-011-0140-24(00)	SOUTH FORK SD 14	KINCAID	1711	05/26/2020
03-026-2020-26(00)	ST ELMO CUSD 202	SAINT ELMO	2800	05/26/2020
03-068-0020-26(00)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	9310	05/05/2020
05-016-0620-04(00)	COMMUNITY CONS SCH DIST 62	DES PLAINES	60958	05/07/2020
07-016-1275-61(00)	EISENHOWER COOPERATIVE	CRESTWOOD	113954	05/28/2020
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	12530	05/19/2020
16-019-4250-26(00)	COMMUNITY UNIT DIST 425	SHABBONA	3223	05/29/2020
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	7519	05/26/2020
17-054-0610-04(00)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	7912	05/07/2020
17-064-0020-26(00)	LEROY CUSD 2	LE ROY	20115	05/29/2020
19-022-0150-61(00)	COOP ASSOC FOR SPEC EDUC	GLEN ELLYN	176112	05/28/2020
19-022-0450-02(00)	VILLA PARK SD 45	VILLA PARK	40401	05/15/2020
24-032-0010-26(00)	COAL CITY CUSD 1	COAL CITY	11207	05/19/2020
24-032-1010-61(00)	GRUNDY COUNTY SPEC EDUC COOP	MORRIS	112071	05/13/2020
24-047-1150-26(00)	YORKVILLE CUSD 115	YORKVILLE	7350	05/26/2020
31-045-3000-26(00)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVILLE	204261	05/07/2020
32-046-0020-26(00)	HERSCHER CUSD 2	HERSCHER	18751	05/28/2020
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	2826	05/07/2020
41-057-0020-26(00)	TRIAD CUSD 2	TROY	22306	05/08/2020
41-057-0070-26(00)	EDWARDSVILLE SD 7	EDWARDSVILLE	67470	05/06/2020
47-071-8010-60(00)	OGLE COUNTY EDUC COOP	BYRON	102561	05/15/2020
47-098-0000-61(00)	BI COUNTY SPECIAL EDUC COOP	STERLING	109132	05/26/2020
50-082-1890-22(00)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	102191	05/05/2020
51-084-1860-25(00)	SPRINGFIELD SD 186	SPRINGFIELD	201578	05/26/2020
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	23159	05/07/2020
54-092-0010-26(00)	BISMARCK-HENNING COMMUNITY	BISMARCK	3532	05/08/2020
54-092-0020-26(00)	WESTVILLE CUSD 2	WESTVILLE	22545	05/15/2020
54-092-0040-26(00)	GEORGETOWN RIDGE FARM CUSD 4	GEORGETOWN	21965	05/14/2020
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	1097	05/15/2020
54-092-0100-26(00)	POTOMAC CUSD 10	POTOMAC	3620	05/08/2020
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	29824	05/15/2020

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54-092-0610-03(00)	ARMSTRONG-ELLIS CSD 61	ARMSTRONG	956	05/07/2020
54-092-0760-26(00)	OAKWOOD CUSD 76	OAKWOOD	10936	05/08/2020
54-092-5120-26(00)	SALT FORK COMMUNITY UNIT	CATLIN	12271	05/14/2020
56-099-0860-05(00)	JOLIET PUBLIC SCH DIST 86	JOLIET	124500	05/14/2020
56-099-157C-04(00)	FRANKFORT CCSD 157C	FRANKFORT	12207	05/07/2020
56-099-1610-02(00)	SUMMIT HILL SD 161	FRANKFORT	28343	05/29/2020
			1727718	

Program: 2020 - 4605, Fed. - Sp. Ed. - Pre-School Discretionary

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
15-016-2990-25(01)	CITY OF CHICAGO SD 299	CHICAGO	499250	05/28/2020
			499250	

Program: 2020 - 4620, Fed. - Sp. Ed. - I.D.E.A. - Flow Through

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
03-003-0010-26(00)	MULBERRY GROVE CUSD 1	MULBERRY GROVE	96340	05/08/2020
03-011-0010-26(00)	MORRISONVILLE CUSD 1	MORRISONVILLE	102065	05/29/2020
03-026-2020-26(00)	ST ELMO CUSD 202	SAINT ELMO	142028	05/26/2020
03-068-0020-26(00)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	139444	05/05/2020
05-016-0630-02(00)	EAST MAINE SD 63	DES PLAINES	781000	05/29/2020
05-016-0630-02(EI)	EAST MAINE SD 63	DES PLAINES	23000	05/29/2020
05-016-2020-17(00)	EVANSTON TWP H S DIST 202	EVANSTON	850870	05/20/2020
06-016-0920-02(00)	LINDOP SD 92	BROADVIEW	115073	05/05/2020
07-016-1280-02(00)	PALOS HEIGHTS SD 128	PALOS HEIGHTS	216209	05/19/2020
07-016-1590-02(00)	ELEM SD 159 - MATTESON	MATTESON	498530	05/01/2020
09-010-1420-04(00)	LUDLOW CCSD 142	LUDLOW	32426	05/26/2020
15-016-9050-90(00)	INTRINSIC 2 CHARTER HIGH SCHOOL	CHICAGO	14807	05/12/2020
16-019-4250-26(00)	COMMUNITY UNIT DIST 425	SHABBONA	153463	05/29/2020
16-019-4320-26(00)	SOMONAUK CUSD 432	SOMONAUK	173247	05/07/2020
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	72373	05/26/2020
17-054-0610-04(00)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	95908	05/07/2020
17-054-0610-04(EI)	CHESTER-EAST LINCOLN CCSD 61	LINCOLN	715	05/07/2020
17-064-0020-26(00)	LEROY CUSD 2	LE ROY	182009	05/29/2020
20-083-0040-26(00)	ELDORADO CUSD 4	ELDORADO	304603	05/29/2020
21-028-1680-26(00)	FRANKFORT COMMUNITY UNIT 168	WEST FRANKFORT	555694	05/07/2020
24-032-0010-26(00)	COAL CITY CUSD 1	COAL CITY	435721	05/19/2020
31-045-1310-22(EI)	SCHOOL DIST 131 KANE CO	AURORA	489747	05/28/2020
31-045-3000-26(EI)	COMMUNITY UNIT SCHOOL DIST 300	CARPENTERSVILLE	370380	05/07/2020
32-046-0020-26(00)	HERSCHER CUSD 2	HERSCHER	456227	05/28/2020
34-049-2200-26(EI)	COMMUNITY UNIT SCH DIST 220	BARRINGTON	74449	05/14/2020
34-049-9000-90(00)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	94528	05/07/2020
35-050-0010-26(00)	LELAND CUSD 1	LELAND	96998	05/08/2020
35-050-1200-17(00)	LASALLE-PERU TOWNSHIP HIGH	LA SALLE	367195	05/14/2020
41-057-0010-26(00)	ROXANA CUSD 1	ROXANA	422635	05/29/2020
41-057-0020-26(00)	TRIAD CUSD 2	TROY	824512	05/08/2020
50-082-1890-22(EI)	BOARD OF EDUCATION SD 189	EAST ST LOUIS	284326	05/05/2020

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51-084-003A-26(00)	ROCHESTER CUSD 3A	ROCHESTER	461188	05/07/2020
53-102-0110-26(00)	EL PASO-GRIDLEY CUSD 11	EL PASO	315274	05/07/2020
53-102-0600-26(00)	ROANOKE BENSON CUSD 60	ROANOKE	117847	05/19/2020
54-092-0020-26(00)	WESTVILLE CUSD 2	WESTVILLE	322539	05/15/2020
54-092-0040-26(00)	GEORGETOWN RIDGE FARM CUSD 4	GEORGETOWN	310937	05/14/2020
54-092-0070-26(00)	ROSSVILLE-ALVIN CSD 7	ROSSVILLE	94441	05/15/2020
54-092-0110-26(00)	HOOPESTON AREA CUSD 11	HOOPESTON	302714	05/15/2020
54-092-5120-26(00)	SALT FORK COMMUNITY UNIT	CATLIN	219606	05/14/2020
56-099-157C-04(00)	FRANKFORT CCSD 157C	FRANKFORT	442933	05/07/2020
56-099-1610-02(00)	SUMMIT HILL SD 161	FRANKFORT	627148	05/29/2020
60-105-4280-30(00)	JUVENILE JUSTICE DEPT OF	SPRINGFIELD	481250	05/05/2020
			12162399	

Program: 2020 - 4905, Title III - Immigrant Education Program (IEP)

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	6179	05/26/2020
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	1500	05/20/2020
19-022-0880-16(00)	DUPAGE HSD 88	ADDISON	10556	05/26/2020
47-071-2310-04(00)	ROCHELLE CCD 231	ROCHELLE	2600	05/18/2020
			20835	

Program: 2020 - 4909, Title III - Lang Inst Prog-Limited Eng LIPLEP

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
06-016-1000-02(00)	BOARD OF EDUCATION SD 100	BERWYN	114603	05/22/2020
06-016-2090-17(00)	PROVISO TWP HSD 209	FOREST PARK	94502	05/26/2020
07-016-1940-02(00)	STEGER SD194	STEGER	18140	05/14/2020
09-010-0040-26(00)	CHAMPAIGN CUSD 4	CHAMPAIGN	154660	05/14/2020
15-016-9000-90(00)	HORIZON SCIENCE ACAD-MCKINLEY PK	CHICAGO	22631	05/20/2020
19-022-0870-17(00)	GLENBARD TOWNSHIP HIGH SCHOOL	GLEN ELLYN	81428	05/14/2020
19-022-0880-16(00)	DUPAGE HSD 88	ADDISON	35407	05/22/2020
34-049-0030-04(00)	BEACH PARK CCSD 3	BEACH PARK	69401	05/13/2020
39-055-0610-25(00)	DECATUR SD 61	DECATUR	20814	05/26/2020
47-071-2310-04(00)	ROCHELLE CCD 231	ROCHELLE	64979	05/14/2020
47-098-0050-26(00)	COMMUNITY UNIT SCHOOL DISTRICT	STERLING	30314	05/14/2020
			706879	

Program: 2020 - 4932, Title II - Teacher Quality

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-009-2620-26(00)	A-C CENTRAL CUSD 262	ASHLAND	12156	05/21/2020
04-004-1000-26(00)	BELVIDERE CUSD 100	BELVIDERE	237486	05/07/2020
05-016-0690-02(00)	SKOKIE SD 69	SKOKIE	72151	05/11/2020
05-016-0710-02(00)	NILES ELEM SD 71	NILES	30907	05/20/2020
05-016-2030-17(00)	NEW TRIER TWP HSD 203	NORTHFIELD	140660	05/08/2020
07-016-1275-02(00)	CHICAGO RIDGE SD 1275	CHICAGO RIDGE	92785	05/05/2020
07-016-1720-02(00)	SANDRIDGE SD 172	LYNWOOD	46222	05/13/2020
09-010-3050-16(00)	ST JOSEPH OGDEN CHSD305	SAINT JOSEPH	7684	05/26/2020
11-012-002C-26(00)	MARSHALL CUSD 2C	MARSHALL	48880	05/29/2020

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12-017-0020-26(00)	COMMUNITY UNIT SCHOOL DIST 2	ROBINSON	56156	05/01/2020
13-014-0710-16(00)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	10077	05/06/2020
13-041-0050-04(00)	COUNTY OF JEFFERSON	OPDYKE	13382	05/11/2020
13-058-6000-16(00)	SALEM COM HIGH SCHOOL DIST 600	SALEM	28230	05/28/2020
15-016-9050-90(00)	INTRINSIC 2 CHARTER HIGH SCHOOL	CHICAGO	4883	05/12/2020
16-019-4240-26(00)	GENOA KINGSTON CUSD 424	GENOA	59006	05/29/2020
16-019-4270-26(00)	SYCAMORE CUSD 427	SYCAMORE	121519	05/05/2020
17-054-0210-26(00)	HARTSBURG EMDEN CUSD 21	HARTSBURG	17915	05/12/2020
19-022-0100-02(00)	ITASCA PUBLIC SCHOOLS DIST 10	ITASCA	34733	05/11/2020
19-022-2030-26(00)	COMMUNITY UNIT DISTRICT 203	NAPERVILLE	298964	05/05/2020
20-024-0010-26(00)	EDWARDS COUNTY CUSD 1	ALBION	38490	05/11/2020
21-061-0380-26(00)	JOPPA-MAPLE GROVE UD 38	JOPPA	3765	05/28/2020
26-029-0040-26(00)	SPOON RIVER VALLEY CUSD 4	LONDON MILLS	11855	05/26/2020
26-062-1700-26(00)	BUSHNELL PRAIRIE CITY CUSD 170	BUSHNELL	44614	05/04/2020
28-006-0940-04(00)	LADD COMMUNITY CNSLDTD SCHOOL	LADD	14996	05/08/2020
28-006-1150-02(00)	PRINCETON ELEM SD 115	PRINCETON	56613	05/22/2020
30-039-1650-16(00)	CARBONDALE CHSD 165	CARBONDALE	55285	05/15/2020
30-039-1960-26(00)	ELVERADO CUSD 196	ELKVILLE	30405	05/29/2020
32-046-1110-25(00)	KANKAKEE SD 111	KANKAKEE	354852	05/26/2020
33-048-2100-26(00)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	10323	05/11/2020
34-049-1180-26(00)	WAUCONDA CUSD 118	WAUCONDA	143921	05/20/2020
35-050-2890-04(00)	MENDOTA COMMUNITY CONS SD 289	MENDOTA	55951	05/20/2020
35-059-0070-26(00)	MIDLAND CUSD 7	SPARLAND	28926	05/01/2020
39-055-0610-25(00)	DECATUR SD 61	DECATUR	899266	05/14/2020
39-074-0570-26(00)	DELAND-WELDON CUSD 57	DE LAND	9308	05/18/2020
40-056-0010-26(00)	COUNTY OF MACOUPIN CUSD 1	CARLINVILLE	33673	05/13/2020
41-057-0020-26(00)	TRIAD CUSD 2	TROY	60437	05/20/2020
50-082-1870-26(00)	CAHOKIA CUSD 187	CAHOKIA	319988	05/15/2020
53-090-3080-16(00)	WASHINGTON CHSD 308	WASHINGTON	22617	05/15/2020
			3529081	

Program: 2020 - 4935, Title II - Teacher Quality - Leadership Grant

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
34-049-1870-26(TR)	NORTH CHICAGO SD 187	NORTH CHICAGO	50000	05/05/2020
			50000	

Program: 2020 - 4998, Other Federal Programs

<u>RCDT</u>	<u>District Name</u>	<u>City</u>	<u>Budget Amt</u>	<u>Approval Date</u>
01-075-0120-26(ER)	WESTERN COMMUNITY UNIT SD 12	BARRY	174959	05/28/2020
03-000-0000-00(ER)	REGIONAL OFFICE OF EDUCATION03	VANDALIA	2590	05/27/2020
03-011-0010-26(ER)	MORRISONVILLE CUSD 1	MORRISONVILLE	33572	05/27/2020
03-025-0200-26(ER)	BEECHER CITY CUSD 20	BEECHER CITY	75652	05/28/2020
03-025-0300-26(ER)	DIETERICH CUSD 30	DIETERICH	104734	05/19/2020
03-026-2010-26(ER)	BROWNSTOWN CUSD 201	BROWNSTOWN	127743	05/29/2020
03-068-0020-26(ER)	PANHANDLE COMM UNIT SCH DIST	RAYMOND	124960	05/27/2020
03-068-0120-26(ER)	LITCHFIELD CUD 12	LITCHFIELD	385614	05/27/2020

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04-000-0000-00(ER)	REGIONAL OFFICE OF EDUCATION04	LOVES PARK	8055	05/20/2020
04-101-1330-04(ER)	PRAIRIE HILL CCSD 133	SOUTH BELOIT	44142	05/28/2020
04-101-1400-04(ER)	ROCKTON SD 140	ROCKTON	154335	05/28/2020
04-101-3200-26(ER)	COUNTY OF WINNEBAGO SD 320	SOUTH BELOIT	284553	05/22/2020
05-016-0230-02(ER)	PROSPECT HEIGHTS SD 23	PROSPECT HTS	124604	05/26/2020
05-016-0260-02(ER)	RIVER TRAILS SD 26	MOUNT PROSPECT	136781	05/22/2020
06-016-0790-02(ER)	PENNOYER SD 79	NORRIDGE	49756	05/28/2020
06-016-0800-02(ER)	BOARD OF EDUCATION DISTRICT 80	NORRIDGE	129408	05/20/2020
06-016-0845-02(ER)	RHODES SD 84-5	RIVER GROVE	168624	05/20/2020
06-016-2120-16(ER)	LEYDEN COMMUNITY HIGH SCHOOL 212	FRANKLIN PARK	528588	05/21/2020
07-016-1080-02(ER)	WILLOW SPRINGS SD 108	WILLOW SPRINGS	105584	05/29/2020
07-016-1100-02(ER)	CENTRAL STICKNEY SD 110	CHICAGO	86327	05/27/2020
07-016-1250-02(ER)	ATWOOD HEIGHTS DISTRICT 125	ALSIP	135268	05/20/2020
07-016-1400-02(ER)	KIRBY SD 140	TINLEY PARK	373134	05/28/2020
07-016-1530-02(ER)	HOMEWOOD SD 153	HOMEWOOD	195680	05/21/2020
07-016-1550-02(ER)	CALUMET CITY SD 155	CALUMET CITY	549055	05/27/2020
07-016-1720-02(ER)	SANDRIDGE SD 172	LYNWOOD	154973	05/19/2020
07-016-2200-17(ER)	REAVIS TWP HSD 220	BURBANK	385930	05/28/2020
08-008-3080-26(ER)	EASTLAND CUSD 308	SHANNON	104966	05/20/2020
08-043-1190-22(ER)	EAST DUBUQUE CUSD 119	EAST DUBUQUE	70981	05/27/2020
08-089-2000-26(ER)	PEARL CITY CUSD 200	PEARL CITY	56594	05/26/2020
09-010-1300-04(ER)	THOMASBORO CCSD 130	THOMASBORO	91007	05/28/2020
09-010-1420-04(ER)	LUDLOW CCSD 142	LUDLOW	43549	05/22/2020
09-010-1880-04(ER)	GIFFORD CCSD 188	GIFFORD	20144	05/19/2020
11-012-004C-26(ER)	CASEY-WESTFIELD CUSD 4C	CASEY	176249	05/21/2020
11-015-0050-26(ER)	COUNTY OF COLE	OAKLAND	75162	05/26/2020
11-018-0030-26(ER)	NEOGA COMMUNITY UNIT SCHOOL	NEOGA	142120	05/26/2020
11-018-0770-26(ER)	CUMBERLAND CUSD 77	TOLEDO	157666	05/19/2020
11-021-3010-26(ER)	TUSCOLA CUSD 301	TUSCOLA	108391	05/19/2020
11-023-0030-26(ER)	COMMUNITY UNIT DISTRICT 3	KANSAS	36344	05/20/2020
11-023-0040-26(ER)	COMMUNITY UNIT SCHOOL DIST 4	PARIS	70023	05/20/2020
11-023-0950-25(ER)	SCHOOL DISTRICT NO 95	PARIS	358742	05/19/2020
11-070-3020-26(ER)	OKAW VALLEY CUSD 302	BETHANY	57552	05/27/2020
11-087-0210-26(ER)	CENTRAL A AND M COMMUNITY UNIT	ASSUMPTION	161723	05/29/2020
12-013-0350-26(ER)	FLORA CUSD 35	FLORA	318473	05/27/2020
13-014-0210-02(ER)	AVISTON SCHOOL DISTRICT 21	AVISTON	6656	05/28/2020
13-014-0570-02(ER)	BARTELSD SD 57	BARTELSD	3019	05/21/2020
13-014-0620-02(ER)	DAMIANSVILLE SD 62	DAMIANSVILLE	1699	05/28/2020
13-014-0630-02(ER)	ALBERS SD 63	ALBERS	3622	05/19/2020
13-014-0710-16(ER)	CENTRAL COMM HIGH SCHL DIST 71	BREESE	41784	05/21/2020
13-014-1415-02(ER)	ST ROSE SD 14-15	BREESE	12574	05/26/2020
13-041-0020-04(ER)	JEFFERSON COUNTY OF	DIX	48608	05/26/2020
13-041-0030-04(ER)	FIELD CCSD 3	TEXICO	39605	05/27/2020
13-041-0800-02(ER)	MT VERNON CITY SCHOOL 80	MOUNT VERNON	903097	05/27/2020
13-058-0100-04(ER)	SELMAVILLE CCSD 10	SALEM	39729	05/28/2020

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13-058-1330-02(ER)	CENTRAL CITY SD 133	CENTRALIA	73846	05/27/2020
13-095-0490-04(ER)	NASHVILLE CCSD 49	NASHVILLE	84411	05/29/2020
16-019-4300-26(ER)	SANDWICH CUSD 430	SANDWICH	241627	05/19/2020
17-053-0050-26(ER)	WOODLAND CUSD 5	STREATOR	82823	05/20/2020
17-053-4250-04(ER)	ROOKS CREEK CCSD 425	GRAYMONT	858	05/20/2020
17-054-0920-04(ER)	WEST LINCOLN-BROADWELL ESD 92	LINCOLN	16167	05/27/2020
17-064-0020-26(ER)	LEROY CUSD 2	LE ROY	71940	05/27/2020
17-064-0070-26(ER)	LEXINGTON CUSD 7	LEXINGTON	40287	05/20/2020
17-064-0160-26(ER)	OLYMPIA CUSD 16	STANFORD	210189	05/28/2020
19-022-0110-02(ER)	MEDINAH SD 11	ROSELLE	65050	05/20/2020
19-022-0410-02(ER)	BOARD OF EDUCATION DISTRICT 41	GLEN ELLYN	282967	05/28/2020
19-022-0530-02(ER)	BUTLER SD 53	OAK BROOK	20112	05/20/2020
20-000-0000-00(ER)	REGIONAL OFFICE OF EDUCATION20	NORRIS CITY	1219	05/28/2020
20-083-0020-26(ER)	CARRIER MILLS-STONEFORT CUSD 2	CARRIER MILLS	175599	05/27/2020
20-093-0170-24(ER)	ALLENDAL E CCSD 17	ALLENDAL E	45435	05/29/2020
20-097-8010-60(ER)	WABASH AND OHIO VALLEY SP ED DST	NORRIS CITY	3751	05/27/2020
21-028-0990-26(ER)	CHRISTOPHER UNIT SCHOOL DIST 99	CHRISTOPHER	322979	05/26/2020
21-044-0550-02(ER)	VIENNA PUBLIC SCHOOL DIST 55	VIENNA	91560	05/19/2020
24-032-0730-17(ER)	GARDNER S WILMINGTON THSD 73	GARDNER	14784	05/28/2020
24-032-0740-03(ER)	SOUTH WILMINGTON CSD 74	SOUTH WILMINGTON	1739	05/27/2020
24-032-0750-02(ER)	BRACEVILLE SD 75	BRACEVILLE	26092	05/28/2020
24-032-1010-16(ER)	MORRIS CHSD 101	MORRIS	83451	05/22/2020
24-047-0180-16(ER)	NEWARK CHSD 18	NEWARK	15364	05/26/2020
24-047-0660-04(ER)	NEWARK CCSD 66	NEWARK	17072	05/26/2020
24-047-0900-04(ER)	LISBON CCSD 90	NEWARK	2096	05/22/2020
26-000-0000-00(ER)	REGIONAL OFFICE OF EDUCATION26	MACOMB	1428	05/27/2020
26-029-0970-26(ER)	LEWISTOWN SCHOOL DISTRICT 97	LEWISTOWN	118832	05/22/2020
26-085-0050-26(ER)	SCHUYLER-INDUSTRY CUSD 5	RUSHVILLE	206806	05/20/2020
28-006-0170-04(ER)	OHIO COMM CONS SD 17	OHIO	20949	05/21/2020
28-006-0840-04(ER)	MALDEN CCSD 84	MALDEN	15767	05/20/2020
28-006-5020-17(ER)	HALL TWP HSD 502	SPRING VALLEY	120194	05/29/2020
28-006-5050-16(ER)	OHIO CHSD 505	OHIO	808	05/21/2020
28-037-2230-26(ER)	ORION CUSD 223	ORION	60733	05/22/2020
28-037-2270-26(ER)	CAMBRIDGE CUSD 227	CAMBRIDGE	66185	05/21/2020
28-037-2280-26(ER)	GENESEO CUSD 228	GENESEO	231171	05/21/2020
28-037-2300-26(ER)	WETHERSFIELD CUSD 230	KEWANEE	118351	05/29/2020
28-088-1000-26(ER)	STARK COUNTY CUSD 100	WYOMING	119554	05/19/2020
30-039-1300-04(ER)	GIANT CITY CCSD 130	CARBONDALE	72186	05/20/2020
30-073-1010-16(ER)	PINCKNEYVILLE CHSD 101	PINCKNEYVILLE	55633	05/29/2020
30-091-0160-04(ER)	LICK CREEK CCSD 16	BUNCOMBE	23767	05/27/2020
30-091-0370-04(ER)	ANNA SD 37	ANNA	288177	05/27/2020
31-045-9000-90(ER)	ELGIN MATH AND SCIENCE CHARTER	ELGIN	44341	05/21/2020
32-038-0040-26(ER)	CENTRAL CUSD 4	ASHKUM	117983	05/27/2020
32-038-0060-26(ER)	CISSNA PARK CUSD 6	CISSNA PARK	36287	05/19/2020
32-038-1240-26(ER)	MILFORD AREA PUBLIC SCHOOL	MILFORD	183139	05/29/2020

**ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION**

Approved Grants Less Than 1 Million

Thru Date:(05/01/2020-05/31/2020)

32-046-0050-26(ER)	COUNTY OF KANKAKEE 5 MANTENO	MANTENO	225415	05/28/2020
33-048-2080-26(ER)	R O W V A CUSD 208	ONEIDA	59471	05/29/2020
33-048-2100-26(ER)	WILLIAMSFIELD CUSD 210	WILLIAMSFIELD	52285	05/19/2020
33-048-2760-26(ER)	ABINGDON-AVON CUSD 276	ABINGDON	310176	05/28/2020
33-066-4040-26(ER)	MERCER COUNTY SD 404	ALEDO	226547	05/26/2020
33-094-3040-26(ER)	UNITED CUSD 304	MONMOUTH	106472	05/19/2020
34-049-0380-02(ER)	BIG HOLLOW SD 38	INGLESIDE	105095	05/28/2020
34-049-1090-02(ER)	DEERFIELD SD 109	DEERFIELD	55866	05/20/2020
34-049-1240-16(ER)	GRANT CHSD 124	FOX LAKE	133386	05/20/2020
34-049-9000-90(ER)	PRAIRIE CROSSING CHARTER SCHOOL	GRAYSLAKE	26434	05/22/2020
35-050-0400-17(ER)	STREATOR TWP HSD 40	STREATOR	258022	05/19/2020
35-050-0440-02(ER)	STREATOR ELEMENTARY SD 44	STREATOR	629214	05/20/2020
35-050-0790-04(ER)	SCHOOL DISTRICT 79	TONICA	14388	05/27/2020
35-050-0820-04(ER)	DEER PARK CCSD 82	OTTAWA	9592	05/22/2020
35-050-1500-02(ER)	MARSEILLES ESD 150	MARSEILLES	198211	05/19/2020
39-055-0020-26(ER)	MAROA FORSYTH CUSD 2	FORSYTH	107045	05/28/2020
39-055-0030-26(ER)	MT ZION CUSD 3	MT ZION	183142	05/22/2020
39-074-0050-26(ER)	BEMENT CUSD 5	BEMENT	46161	05/29/2020
40-056-0060-26(ER)	STAUNTON CUSD 6	STAUNTON	191072	05/26/2020
40-056-0070-26(ER)	GILLESPIE CUSD 7	GILLESPIE	394686	05/21/2020
40-056-0080-26(ER)	BUNKER HILL CUSD 8	BUNKER HILL	139392	05/20/2020
41-057-0130-02(ER)	EAST ALTON SD 13	EAST ALTON	319644	05/27/2020
44-063-0460-03(ER)	PRAIRIE GROVE CSD 46	CRYSTAL LAKE	46195	05/20/2020
44-063-1550-16(ER)	COMMUNITY HIGH SCHOOL DIST 155	CRYSTAL LAKE	320798	05/28/2020
45-079-1340-04(ER)	PRAIRIE DU ROCHER CCSD 134	PRAIRIE DU ROCH	23514	05/20/2020
47-000-0000-00(ER)	REGIONAL OFFICE OF EDUCATION47	STERLING	1847	05/21/2020
47-071-2230-26(ER)	MERIDIAN CUSD 223	STILLMAN VALLEY	201434	05/19/2020
47-098-0130-02(ER)	ROCK FALLS ESD 13	ROCK FALLS	369511	05/27/2020
48-000-0000-00(ER)	REGIONAL OFFICE OF EDUCATION48	PEORIA	1790	05/21/2020
48-072-0000-61(ER)	SPEC EDUC ASSOC OF PEORIA CO	BARTONVILLE	1276	05/20/2020
48-072-3220-26(ER)	ELMWOOD CUSD 322	ELMWOOD	55048	05/21/2020
48-072-3260-26(ER)	PRINCEVILLE CUSD 326	PRINCEVILLE	55633	05/28/2020
49-081-0290-02(ER)	HAMPTON SD 29	HAMPTON	43004	05/28/2020
49-081-0340-02(ER)	SILVIS SD 34	EAST MOLINE	181749	05/28/2020
49-081-1000-26(ER)	RIVERDALE CUSD 100	PORT BYRON	170772	05/26/2020
50-082-1600-04(ER)	MILLSTADT CCSD 160	MILLSTADT	61400	05/29/2020
50-082-1750-02(ER)	HARMONY EMGE SD 175	BELLEVILLE	193990	05/28/2020
50-082-1880-22(ER)	BROOKLYN UD 188	LOVEJOY	183201	05/29/2020
51-084-0110-26(ER)	PAWNEE COMM UNIT SCHOOL DIST	PAWNEE	118058	05/27/2020
53-090-1370-02(ER)	SOUTH PEKIN SD 137	SOUTH PEKIN	64778	05/29/2020
53-090-3080-16(ER)	WASHINGTON CHSD 308	WASHINGTON	74921	05/29/2020
53-090-7010-26(ER)	DEER CREEK-MACKINAW CUSD 701	MACKINAW	36421	05/28/2020
53-090-7030-26(ER)	DELAVAN CUSD 703	DELAVAN	68400	05/20/2020
53-102-0060-26(ER)	FIELDCREST COMMUNITY UNIT	MINONK	134290	05/20/2020
53-102-0600-26(ER)	ROANOKE BENSON CUSD 60	ROANOKE	42400	05/29/2020

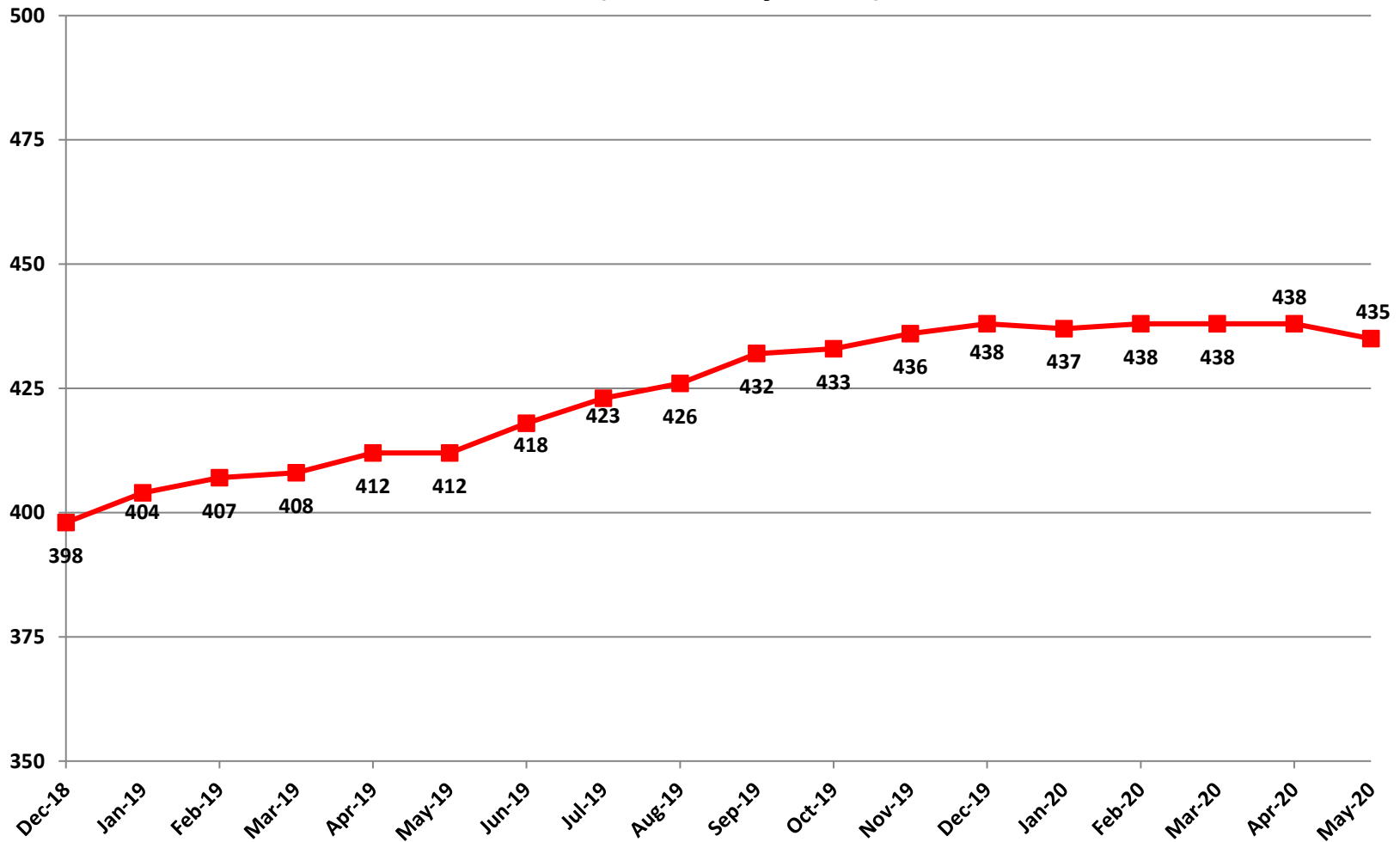
ILLINOIS STATE BOARD OF EDUCATION
FUNDING AND DISBURSEMENT SERVICES DIVISION

Approved Grants Less Than 1 Million

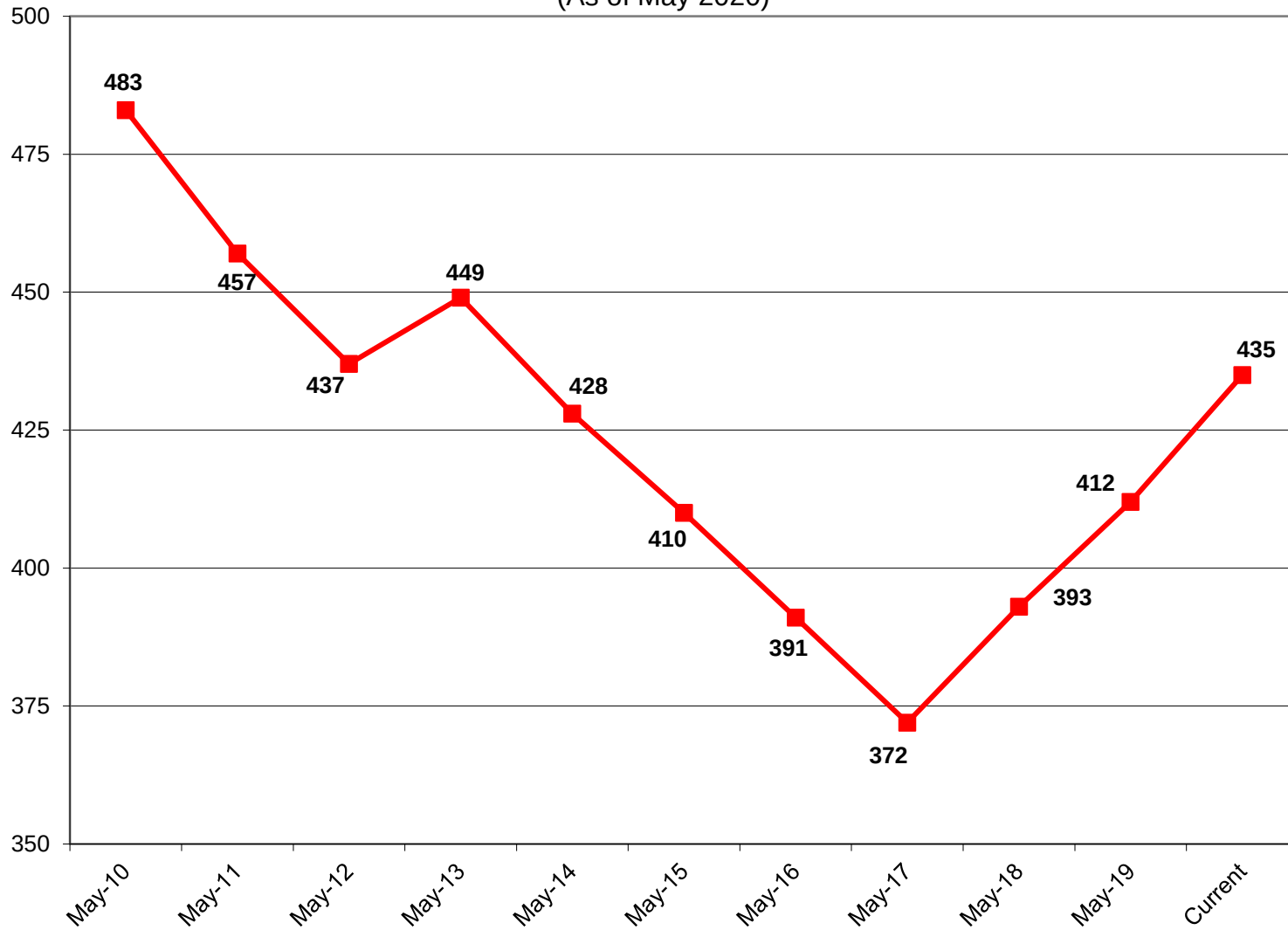
Thru Date:(05/01/2020-05/31/2020)

54-092-0010-26(ER)	BISMARCK-HENNING COMMUNITY	BISMARCK	106472	05/20/2020
54-092-0100-26(ER)	POTOMAC CUSD 10	POTOMAC	40862	05/26/2020
54-092-5120-26(ER)	SALT FORK COMMUNITY UNIT	CATLIN	86329	05/20/2020
54-092-8010-60(ER)	VERMILION ASSOC FOR SPEC EDU	DANVILLE	1238	05/20/2020
56-000-0000-40(ER)	WILCO AREA CAREER CENTER	ROMEOVILLE	23610	05/20/2020
56-099-0840-02(ER)	ROCKDALE SCHOOL DISTRICT 84	ROCKDALE	70064	05/22/2020
56-099-0880-02(ER)	COUNTY OF WILL SCHOOL DIST 88	CREST HILL	113039	05/20/2020
56-099-088A-02(ER)	RICHLAND SD 88A	CREST HILL	144276	05/20/2020
56-099-0890-02(ER)	FAIRMONT SD 89	LOCKPORT	131896	05/28/2020
56-099-255U-26(ER)	REED CUSTER CUSD 255U	BRAIDWOOD	170530	05/21/2020
			18818871	

**ILLINOIS STATE BOARD OF EDUCATION
18-MONTH HEADCOUNT HISTORY
(As of May 2020)**



ILLINOIS STATE BOARD OF EDUCATION
10-yr HEADCOUNT HISTORY
(As of May 2020)



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF MAY 2020**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
STATE SUPERINTENDENT (001)						
State Superintendent	1	2	0	3	0	3
Board Services	0	1	0	1	0	1
Legal	3	13	1	16	1	17
Internal Audit	1	5	1	7	0	7
Sub-Total	5	21	2	27	1	28
FINANCE (002)						
Finance	2	0	1	3	0	3
Budget and Financial Management	1	3	0	1	3	4
Fiscal Support Services	2	9	2	6	7	13
Funding and Disbursements	1	14	4	5	14	19
State Funding & Forecasting	2	1	0	3	0	3
School Business Services	2	8	2	11	1	12
Sub-Total	10	35	9	29	25	54
RESEARCH AND EVALUATION (007)						
Research and Evaluation	1	0	1	2	0	2
Information Systems	4	28	1	10	23	33
Research	2	4	0	5	1	6
Assessments	3	8	2	11	2	13
Data Strategies and Analytics	3	6	1	9	1	10
Sub-Total	13	46	5	37	27	64
OPERATIONS (010)						
Operations	1	1	2	4	0	4
Projects Management	4	0	0	0	4	4
Human Resources	2	4	4	10	0	10
Facility Management	1	2	6	3	6	9
Technology and Infrastructure	3	20	0	4	19	23
Sub-Total	11	27	12	21	29	50
SAFE & HEALTHY CLIMATE (017)						
Center Administration	2	0	1	3	0	3
Wellness	2	12	1	7	8	15
Nutrition and Wellness Programs	2	36	4	0	42	42
Sub-Total	6	48	6	10	50	60
Regulatory Services (019)						
Regulatory Services	1	0	0	1	0	1
GATA	1	7	2	10	0	10
Title Grant Administration	1	13	1	0	15	15
Federal and State Monitoring	2	12	1	0	15	15
Sub-Total	5	32	4	11	30	41

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
EDUCATION (039)						
Education	1	0	1	2	0	2
Instructional Education	1	0	0	1	0	1
Operation Education	1	0	0	1	0	1
Sub-Total	3	0	1	4	0	4
Programs (050)						
Early Childhood Education	2	11	2	13	2	15
Multilingual	1	7	1	0	9	9
Programs	1	0	1	1	1	2
Special Education	3	30	4	0	37	37
Sub-Total	7	48	8	14	49	63
TEACHING AND LEARNING (070)						
CTE & Innovation	1	5	1	6	1	7
Curriculum & Instruction	2	6	0	4	4	8
Teaching and Learning	1	0	0	1	0	1
Educator Effectiveness	2	21	4	0	27	27
Sub-Total	6	32	5	11	32	43
POLICY AND COMMUNICATIONS (100)						
Internal Communications	1	3	0	4	0	4
External Communications	1	2	0	3	0	3
Legislative Affairs	1	2	1	4	0	4
Policy and Communications	1	0	0	1	0	1
Government Affairs	1	0	0	1	0	1
Sub-Total	5	7	1	13	0	13
INSTRUCTIONAL EDUCATION (102)						
Instructional Education	0	0	1	1	0	1
Sub-Total	0	0	1	1	0	1
OPERATIONAL EDUCATION (103)						
Operational Education	0	0	1	1	0	1
Sub-Total	0	0	1	1	0	1
SYSTEMS OF SUPPORT (104)						
IL-Empower	1	0	0	0	1	1
Systems of Support	0	0	1	1	0	1
Accountability	1	0	0	0	1	1
Family and Community Engagement	1	0	0	1	0	1
Sub-Total	3	0	1	2	2	4
REGIONAL SERVICES (106)						
Regional Services	1	0	0	1	0	1
ROE/ISC	1	3	1	4	1	5
Charter Schools	1	2	0	3	0	3
Sub-Total	3	5	1	8	1	9
GRAND TOTAL, ALL CENTERS	77 18%	301 69%	57 13%	189 43%	246 57%	435 100%

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17, 2020

TO: Illinois State Board of Education

FROM: Dr. Carmen I. Ayala, State Superintendent of Education 
Trisha Olson, Legal Officer 

Agenda Topic: Information Item: FOIA Monthly Report

Materials: May 1-26 FOIA Report – Fiscal Year 2020

Staff Contact(s): Brittany Crawford, FOIA Coordinator

Purpose of Agenda Item

The purpose of this agenda item is to provide the Board a report with general information on recent Freedom of Information Act (FOIA) requests made to ISBE.

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

Not applicable. The report is for informational purposes only.

Expected Outcome(s) of Agenda Item

Not applicable. The report is for informational purposes only.

Background Information

Records in possession of public agencies may be accessed by the public upon written request under the provisions of FOIA ([5 ILCS 140](#)).

ISBE received 23 FOIA requests over the time period of this report. They are listed in detail in the attached report.

Superintendent's Recommendation

None needed.

Next Steps

Continue to provide this report monthly.

Monthly FOIA Report for Board Meetings

Run Date: 05/27/2020 10:34 AM

F000165-050120

Create Date	Customer Full Name	Company Name	Public Record Desired
5/1/2020			I would like a copy of all the TimeOut and Physical Restraint forms that have been sent over for

F000166-050120

Create Date	Customer Full Name	Company Name	Public Record Desired
5/1/2020	Principal Partner Tom Olson	ADAC	According to 34 C.F.R. §300.211 and §300.645 of the Individuals with Disabilities Education Act (IDEA), each local public school district (LEA) must provide to the Illinois State Board of Education "information relating to the performance of children with disabilities participating in programs carried out under Part B" of IDEA so that, among other actions, the SEA can (1) "obtain certification from each [LEA] that an unduplicated and accurate count [of students who have been identified as having a disability(s)] has been made," (2) "[a]ggregate the data from the count obtained from each [LEA]," and (3) "[e]nsure that documentation is maintained that enables [the Illinois State Board of Education] and the [US Department of Education] to audit the accuracy of the count." Furthermore, according to 34 C.F.R. § 300.111, the Illinois State Board of Education "must have in effect policies and procedures to ensure that [a]ll children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated." 34 C.F.R. § 300.131 and 34 C.F.R. § 300.132(c) further mandate, respectively, that (1) "[e]ach LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA" and (2) "[e]ach LEA must maintain in its records, and provide to the SEA, the following information related to parentally-placed private school children covered under §§ 300.130 through 300.144: (1) The number of children evaluated; (2) The number of children determined to be children with disabilities; and (3) The number of children served." In light of 34 C.F.R. § 300.132(c) and the other above-quoted regulations, I respectfully request the following information for the past 5 years: • The total number of public school students in each LEA who have been referred to child-find. • The total number of charter school students in each LEA who have been referred to child-find. • The total number of home-schooled students in each LEA who have been referred to child-find. • As applicable, the total number of private school students in each LEA who have been referred to child-find. • The total number of public school students in each LEA who have been evaluated for disability(s). • The total number of charter school students in each LEA who have been evaluated for disability(s). • The total number of home-schooled students in each LEA who have been evaluated for disability(s). • As applicable, the total number of private school students in each LEA who have been evaluated for disability(s). • The total number of public school students in each LEA who have been determined to have a disability(s). • The total number of charter school students in each LEA who have been determined to have a disability(s). • The total number of home-schooled students in each LEA who have been determined to have a disability(s). • As applicable, the total number of private school students in each LEA who have been determined to have a disability(s). • The total number of public school students in each LEA who have been served. • The total number of charter school students in each LEA who have been served. • The total number of home-schooled students in each LEA who have been served. • As applicable, the total number of private school students in each LEA who have been served. Under Sections 611 and 619 of IDEA, the Illinois State Board of Education (SEA) receives each year grants from the federal government to provide s

F000167-050420

Create Date	Customer Full Name	Company Name	Public Record Desired
5/4/2020	Superintendent Jeremy Larson	Paris Union School District No. 95	Fitness gram results in excel format for the 2018-2019 school year. I have already been denied this request because the data was not ready. I was told it would be done within one week. It was not. I plan on submitting a complaint to PAC if we do not receive this data.

F000168-050420

Create Date	Customer Full Name	Company Name	Public Record Desired
5/4/2020	Superintendent Jeremy Larson	Paris Union School District No. 95	5 Essentials data results for Paris Union School District No. 95 and all schools within the district from the 2019-2020 school year.

F000169-050420

Create Date	Customer Full Name	Company Name	Public Record Desired
5/4/2020	Patrick Kays	Quest Food Management Services	For our records, we are wanting to find all of the current breakfast and lunch bid rates per meal (what they bid). Would you be able to send meal rates at the sponsor level with who the corresponding provider is? If filtering by district is possible that would be preferred.

F000170-050620

Create Date	Customer Full Name	Company Name	Public Record Desired
5/6/2020	research analyst Colleen Falkenstern	Western Interstate Commission for Higher Education (WICHE)	Request: 1. Aggregation: State-level aggregated counts, by academic year, by race/ethnicity (and, if automatically available also by sex (M/F/else)). 2. Data Point(s): Total number of public high school graduates and 12th grade students, by academic year. State-level counts of regular diploma recipients (graduates) from your state's public high schools, and the count of public school 12th graders in that academic year, for academic years 2010-11 to the most recent year available. That is, we request counts of all diploma recipients, rather than just those graduates associated with the regulatory adjusted 9th grade cohort graduation rate. For reference, these data are reported to EdFacts in C040 – Graduates/Completers as "REGDIP" (regular diploma recipients); we request that other completers such as certifications of completion or attendance ("OTHCOM"), not be included, or be separated. 3. Other definitions: Please include all public schools that would be reported to the federal Common Core of Data and/or EdFacts, and provide race/ethnicity detail in the required seven categorizations (Hispanic (any race); single race non-Hispanic American Indian/Alaska Native, Asian, Black, Native Hawaiian/other Pac. Isl., White; or non-Hispanic more than one race). 4. We can receive these data in any common datafile format (e.g., Excel or comma/tab delimited).

F000171-050620

Create Date	Customer Full Name	Company Name	Public Record Desired
5/6/2020	Molly Schwarz		Teacher Service Record public data sets (or information on when those will be publicly available again) for all possible years

F000172-050720

Create Date	Customer Full Name	Company Name	Public Record Desired
5/7/2020	Preferred Meals Tom Romano		We request a report that includes a list of school districts (name and address) that have requested and been granted the COVID 19 emergency one year food service contract extension.

F000173-050720

Create Date	Customer Full Name	Company Name	Public Record Desired
5/7/2020	Allan Blutstein	America Rising Corp.	Emails sent (not received) by the State Superintendent from April 27, 2020 through May 5, 2020 that mention First Lady M.K. Pritzker.

F000174-050820

Create Date	Customer Full Name	Company Name	Public Record Desired
5/8/2020	Partner Darcy Kriha	Kriha Boucek LLC	ISBE complaint filed by or on behalf of [REDACTED] on or about March 30, 2020 in ISBE Case Number [REDACTED]. This request is being made on behalf of my client [REDACTED]. Thank you!

F000175-050820

Create Date	Customer Full Name	Company Name	Public Record Desired
5/8/2020	Attorney Amanda Klemas	Equip for Equality	Please consider this submission a request under the Freedom of Information Act (5 ILCS 140) for the following information and documents relating to nonpublic special education programs approved by the Illinois State Board of Education ("ISBE"). This submission is a follow up to the ISBE FOIA response we received on 4/2/20. Please provide any and all documents, regardless of physical form, relating to the following listed schools and their approval status, including initial applications, renewal applications, and documentation pertaining to on-site reviews: 1. Britten School (formerly MacNeal School), Westchester, IL 2. Esperanza School, Chicago IL 3. Easter Seals Academy, Chicago IL 4. Easter Seals Academy, Tinley Park, IL 5. Easter Seals Academy, Machesney Park, IL 6. Guiding Light Academy, Woodridge, IL 7. Guiding Light Academy West, Shorewood, IL 8. UCAN Academy, Chicago, IL 9. UCAN Academy South, Chicago, IL 10. CORE Academy, Aurora, IL 11. Country Club Hills Tech and Trade/Transition, Country Club Hills, IL 12. Menta Academy Chicago South, Chicago IL 13. Menta Academy Midway, Chicago, IL 14. Menta Academy West, Chicago, IL 15. Menta Hillside, Hillside, IL 16. Menta Academy Belleville, Belleville, IL 17. Menta Academy North, Waukegan, IL 18. Menta Academy Northwest, Machesney Park, IL 19. Menta Academy Oak Park, Oak Park, IL 20. Menta Academy Taylorville, Taylorville, IL 21. Midstate Cornerstone Academy, Nokomis, IL 22. Camelot South Suburban Center, Custer Park, IL 23. Camelot of Belvidere, Garden Prairie, IL 24. Camelot Northwest Center for Autism, Genoa, IL 25. Camelot of Hoffman Estates, Hoffman Estates, IL 26. Camelot of the Quad Cities, Moline, IL 27. Camelot Mount Prospect, Mount Prospect, IL 28. Camelot Naperville, Naperville, IL 29. Lt. P. Joseph Kennedy School, Tinley Park, IL 30. Parkland Prep Academy, Oak Lawn, IL 31. Parkland Prep Academy, Streamwood, IL 32. Parkland Prep Academy, Plainfield, IL 33. Parkland Prep Academy, Lake in the Hills, IL 34. Neurorestorative Academy, Carbondale, IL 35. Jeanine Schultz School, Park Ridge, IL 36. High Road School of Bloomington, Bloomington, IL 37. New Beginnings Academy, Hazel Crest, IL 38. Bridges Academy of McHenry County, Algonquin, IL We are also following up on the following response we received to the request we submitted on 4/2/20: "3(g) Pursuant to 5 ILCS 140/3(g), we are denying parts 1.b. and 5 of your request as unduly burdensome. The responsive records are easily over 2,500 pages in length, which would require the manual review and extensive redaction of sensitive and private student information and would be unduly burdensome on our operations. If you would like to narrow your request, please provide at a minimum, a narrowed date range and further narrow your request to records specific to one school." Neither the relevant regulatory requirements for the contents of initial and review applications nor site visits make any reference to the need for individual student data. We have submitted a narrower list of schools for which we are seeking documentation; however, if this list needs to be further narrowed, or if we need request the records one school at a time in separate, consecutive requests, please let us know. We are requesting this information as the statewide Protection and Advocacy system serving the public interest by advancing the rights of persons with disabilities and accordingly request that any fees associated with producing the requested documents be waived. Thank you for your attention to this matter. We look forward to receiving a response within five business days. Sincerely, Amanda Klemas

F000176-050820

Create Date	Customer Full Name	Company Name	Public Record Desired
5/8/2020	Director Coletta Hines Newell	Arlington Heights School District 25	Department of Nutrition Services put forth a request for information from vendors interested in participating a State Run Purchasing Cooperative. I would like to know what vendors have expressed interest.

F000177-050820

Create Date	Customer Full Name	Company Name	Public Record Desired
5/8/2020	MCH Strategic Data Kylie Jari	MCH Strategic Data	RE: Freedom of Information Act Request/Public Records Request May 8, 2020 Dear FOIA Public Liaison and Custodian of Records: This is a request under the Freedom of Information Act. I am requesting an opportunity to obtain an electronic copy of the public records related to education funding. Of interest is a directory for the state of Illinois with K-12 funding allocations under the CARES Act for the Elementary and Secondary Emergency Education Relief (ESSER), by district, with the following attributes, if available: - o Funding for: ? CARES Act for the Elementary and Secondary Emergency Education Relief (ESSER) o - Attributes: ? District Name ? District Address ? District NCES Number ? Allocation Amount by District ? School Years • 2019-20 • 2020-21 To help to determine my status for purposes of the applicability of any fees, you should know that I am affiliated with a private corporation and am seeking information for use in the company's business. For more than 80 years, MCH has been a link between institutions and the most trusted companies in America. This partnership brings state-of-the-art solutions to schools and districts, including many of the resources that they may use every day. If there are any fees, I am willing to pay up to a maximum of \$50. Please inform me if the estimated fees will exceed this limit before processing my request. The preferred method of delivery is in electronic format sent via email to kyliej@mchdata.com. If you deny any or all this request, please cite each specific exemption you feel justifies the refusal to release the information and notify me of the appeal procedures available to me under the law. Thank you for considering my request. If you have any questions regarding this, please contact me by using the email or phone number listed below. Sincerely, Kylie Jari MCH Strategic Data [REDACTED] kyliej@mchdata.com

F000178-051120

Create Date	Customer Full Name	Company Name	Public Record Desired
5/11/2020	Gabrielle LaMarr LeMee	Chalkbeat	Records of submissions for the week of May 10 for the meal pattern flexibility waiver (https://forms.office.com/Pages/ResponsePage.aspx?id=hv5kA8ZJ9Eq1LDNameV30Zg1Orq2YAhFjWBvcgcC5EJUM1I3RjIONTFGWjIyVzFUNU0xM0xROTdBWC4u).

F000179-051220

Create Date	Customer Full Name	Company Name	Public Record Desired
5/12/2020	Chuanyi Guo	University of Illinois at Chicago	This is a request under the Illinois Freedom of Information Act. I am writing today to request the following information from ISBE: Detailed records and information on the intervention services (and/or technical assistance) provided by ISBE under "School District Financial Profile", with the records range from FY2002 to FY2019 (i.e., 2003 Financial Profile to 2020 Financial Profile), and ideally as far back as records exist, for all districts in Illinois. As mentioned in the ISBE document "Financial Profile: Calculations and Definitions of the Designations" (available at: https://www.isbe.net/Documents/OEPP-PCTC-Profile.pdf), ISBE will be monitoring districts designated as "Financial Early Warning" and "Financial Watch" closely and offering technical assistance. I would like to know what is the EXACT technical assistance offered to these districts by ISBE. For instance, District Alton CUSD 11 (RCDT: 41057011026) was classified as "Financial Watch" in the 2018 Financial Profile. I would like to know what is the technical assistance that ISBE has scheduled to support this district on their financial performance and fiscal health, and how the technical assistance is implemented in detail. If the entire records are not available, detailed information on selected school districts is also acceptable. If neither of these are available, I would like to request the information on ISBE staff and district administrators who oversee this matter. I would like to contact them directly for the information. Please feel free to contact me via email with any questions about this request, and I will respond promptly. I thank you for your attention to this matter and await your reply.

F000180-051220

Create Date	Customer Full Name	Company Name	Public Record Desired
5/12/2020	Gabrielle LaMarr LeMee	Chalkbeat	All submitted COVID-19 Unanticipated School Closure Non-Congregant Meal Forms. (https://www.isbe.net/Documents/ISBE-66-98.pdf)

F000181-051220

Create Date	Customer Full Name	Company Name	Public Record Desired
5/12/2020	Assistant Superintendent Raoul Gravel	Glenbrook High School District 225	As part of our ongoing efforts to improve our internal records we are seeking to obtain an export of all PEL endorsements for licensed educators associated with Northfield Township High School District 225. ELIS for Administrators allows us to quickly filter ELIS results by region followed by the school district. This displays all of the educators associated with the school district. However you need to go one-by-one. Who can assist us in obtaining a spreadsheet e.g. CSV export of educators with their applicable endorsements? Additionally I have a list from 6 years ago from ISBE but I would like to receive an updated master roster of all endorsements that are possible in the ELIS system. This includes current grandfathered and HOUSE endorsements. Thank you in advance for your help R.J.

F000182-051320

Create Date	Customer Full Name	Company Name	Public Record Desired
5/13/2020	Jahaira Navarro		I work for a nonprofit called Be Strong Families, and we work with families across the United States, but are based out of Illinois. Because we are going through these trying times, we would like to reach out to schools in the state to offer our online/remote services to families in our schools. For this purpose, do you have a list of Title I Directors that includes their email addresses?

F000183-051920

Create Date	Customer Full Name	Company Name	Public Record Desired
5/19/2020	Mr Bradley Goodman		Brittany Crawford Illinois State Board of Education 100 N First Street Springfield, Illinois 62777 Delivered by email: foia@isbe.net May 19, 2020 Under the Illinois Freedom of Information Act (FOIA), I hereby request the following documents from your office: • All detailed records of Legislative Scholarships given by State Representative Jack Franks from 1999- until the program ended. These shall include, but not be limited to first and last names of recipients, amount rewarded, and the college the scholarship was awarded for. Please contact me at [REDACTED] or [REDACTED] if you have any questions regarding this request. Thank you for your prompt attention to this matter. Sincerely, Bradley J Goodman

F000184-051920

Create Date	Customer Full Name	Company Name	Public Record Desired
5/19/2020	Mark Guest	Doherty & Progar LLC	The dates that ISBE updated its website regarding the certification status of each of Urban Prep Academies' employees.

F000185-052220

Create Date	Customer Full Name	Company Name	Public Record Desired
5/22/2020			Transcripts submitted to the ISBE February or March of [REDACTED] for taking the State Board Exam in Cosmetology for IL license # 011195854 that was issued [REDACTED]

F000186-052620

Create Date	Customer Full Name	Company Name	Public Record Desired
5/26/2020	Fiscal Research Intern John Kristof	Indiana Legislative Services Agency	Looking for individual teacher salary data. Along with individual teacher salaries, we would like to know their school district, level of education, years of teaching experience, and their FTE. We are seeking this information for each of Illinois' school districts. Ideally, we would like this data for the most recent year you have and each year dating back to 2014. By way of ensuring clarity, I have attached a file containing an example of the kinds of data columns we are looking for. Thank you.

F000187-052620

Create Date	Customer Full Name	Company Name	Public Record Desired
5/26/2020	reporter Jennifer Smith Richards	Chicago Tribune	May 26, 2020 Megan Griffin Public Information Division Illinois State Board of Education 100 N. First St. Springfield, IL 62777 (217) 782-4648 mgriffin@isbe.net Ms. Griffin, Pursuant to the Illinois Freedom of Information Act, the Chicago Tribune and ProPublica Illinois submit this request for records in the possession of the Illinois State Board of Education: - Records of monthly site National School Lunch Program claims that show the number of meals served and accompanying statistics including the eligible meal type, days claimed and enrollment, for the following months/years: o April 2020 o March 2020 o February 2020 o April 2019 o March 2019 o February 2019 o April 2018 o March 2018 o February 2018 - Records of monthly sponsor NSLP claims that show the number of meals served and accompanying statistics including the eligible meal type, days claimed and enrollment, for the following months/years: o April 2020 o March 2020 o February 2020 o April 2019 o March 2019 o February 2019 o April 2018 o March 2018 o February 2018 These files are available electronically, so please provide access to them electronically. Because this information would be used in a news story intended to educate the public, we ask that you waive or reduce the normal fee for producing this information. If the cost of producing this information would be more than \$50, please notify me before proceeding. If in your view any of the above records contain information you deem to be exempt from disclosure please redact that portion of the record and provide the remainder, specifying the precise nature of the redacted information and the exemption on which you rely should we were to ask for its disclosure. Feel free to contact us if you have questions. We would be happy to discuss the request. Sincerely, Jennifer Smith Richards Reporter Chicago Tribune 160 N Stetson Ave. Chicago, IL 60601 312-222-5430 Jodi S. Cohen ProPublica Illinois Jodi.Cohen@Propublica.org