February 26, 2019
10:30 a.m.

I. New Board Member Orientation (as needed) (9:30 – 10:30 a.m.)
II. Convene Board Meeting/Roll Call/Pledge of Allegiance (10:30 a.m.)
   A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means
III. Swearing-In of Board Members (as needed)
IV. Closed Session (as needed)
V. Superintendent's Contract (as needed)
VI. Swearing-In of State Superintendent (as needed)
VII. Public Participation
VIII. Chairperson to Appoint Nominating Committee for Board Officers – Illinois State Board of Education Bylaws Article IV(A)4 (as needed)
IX. Presentations & Updates
   A. CPS Corrective Action Plan (pp. 3-10)
X. Superintendent's Report - Consent Agenda
   A. *Approval of Minutes
      1. Plenary Minutes: January 16, 2019 (pp. 11-18)
   B. *Rules for Initial Review
   C. *Rules for Adoption
   D. *Contracts & Grants Over $1 Million
      1. Intergovernmental Agreement Renewal - Illinois State University to Administer the Illinois National Board Professional Preparation and Support System (pp. 19-21)
      2. Intergovernmental Agreement Renewal - Illinois State University to Support Core Content Areas (pp. 22-24)
      3. Intergovernmental Agreement Amendment - University of Illinois Cooperative Extension (pp. 25-27)
      4. Preschool Development Grant – Expansion Grant (pp. 28-30)
      5. Request for Proposals Early Childhood Block Grant – Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5 (pp. 31-34)
   E. *2019 Spring Waiver Report (pp. 35-54)

End of Consent Agenda

XI. Fine Arts Indicator (pp. 55-68)
XII. Election of Board Officers - Illinois State Board of Education Bylaws Article IV(A)3 (as needed)

XIII. Discussion Items
   A. Budget Update
   B. Legislative Update
   C. ESSA Update
   D. Other Items for Discussion

XIV. Announcements & Reports
   A. Superintendent’s/Senior Staff Announcements
   B. Chairperson's Report
      1. Appointment of Committee Chairpersons – Illinois State Board of Education Bylaws Article VI(A)1 (as needed)
         a. Finance and Audit Committee
         b. Education Policy Planning Committee
   C. Member Reports

XV. Information Items
   A. ISBE Fiscal & Administrative Monthly Reports (available online at isbe.net)

XVI. 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 Chairperson may call for a break in the meeting as necessary in order for the Board to go into closed session.
Chicago Public Schools: Special Education Corrective Action Plan Update

Laura Boedeker, ISBE Monitor
Heather Calomese, Executive Director of Special Education
Context and Overview of CPS Public Inquiry

- Letter written to ISBE in November of 2017 by special education advocates representing CPS parents and families.

- Letter raised question as to whether CPS had created a special education policy environment which resulted in a violation of student rights.
Context and Overview

- In response to the Advocates Open Letter, at its December Board meeting, ISBE initiated a public inquiry into CPS’s system of special education, focusing on the issues outlined by the Open Letter.

- The Public Inquiry was led by the Office of the General Counsel and allowed ISBE to closely examine the issues of public concern in a fair and transparent manner.
Statement of Issues

Does **CPS’s electronic IEP system**, either alone or in conjunction with **CPS’s Policies and Procedures**, result in an unlawful denial or delay of required services or limitations on the required continuum of services to students?

Do **CPS’s documentation and data collection requirements** result in unlawful denial or delay in the identification of eligibility or provision of special education and related services to students?
Statement of Issues

Does CPS’s budgeting system result in unlawful denial or delay in the provision of special education and related services to students?

Have CPS’s policies regarding transportation resulted in an unlawful denial or delay in the provision of needed transportation services to students?
Corrective Actions

Actions taken since May 2018

- Parent Webinar/Parent Training
- ISBE Letter to CPS Parents/Guardians
- District-Wide teacher trainings
- Stakeholder Involvement
- Electronic IEP system
- Budgeting/Staffing
Additional Issues

- Appropriate **Use of Special Education Staff**
  - Vacancies / Teacher Shortages / Substitutes
- **Mindset**: General Education vs. Special Education
- Time and Days devoted to **Professional Development** for all Teachers
- Administration-to-Staff **Communication**
- **Volume**: Number of CPS Schools
  - Wide Array of Leadership Skills/Priorities
Next Steps

**Year 2 Vision:** building capacity to effectively inspire and guide long-term changes to the quality and consistent delivery of Special Education within CPS and across 650+ schools

**Targeted training:**
- IEP Development and Progress Monitoring
- Making Data Driven Decisions
- Designing Effective Special Education Programs
Vice Chair Eligio Pimentel called the meeting to order at 10:31 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present in Springfield
Kevin Settle
Eligio Pimentel
Craig Lindvahl
Cesilie Price
Lula Ford
Ruth Cross

Jimmy Gunnell, executive director of the AERO Special Education Cooperative, and Maggie Lesniak, chief business officer of AERO, thanked the Board for listening to requests to extend the grant deadline for the IDEA program. This extension will allow for proper professional development training within a more workable timeframe.

John Burkey, executive director of the Large Unit District Association, thanked the Board for its support of the competency-based pilot. He said that this pilot is a game-changer with great support from the Board and Dr. Smith, who set the overall tone that this is important. Learning is more than how many hours a student sits in a chair and the time flexibility is greatly appreciated, he said.

Dan Woestman, superintendent of Belvidere School District, spoke regarding the Postsecondary Workforce Readiness (PWR) Act. He reported that all Belvidere schools are commendable. The PWR Act makes tangible what we can be doing to make progress as a school district, he said. A career guide has been created for ninth-grade students to aid in choosing a career path, according to Mr. Woestman, who said he is proud of this legislation.

Doug Russell, senior vice president of the Data Recognition Corp. (DRC), expressed concern with the Temporary Assessment Administration Vendor Contract with NCS Pearson. Mr. Russell stated DRC is committed to the contract and, in his opinion, the current recommendation is not the best approach.

Jessica Kwasney and Kirera Quintero, representing District 41 and members of the Fine Arts Indicator Group, spoke about the Fine Arts Indicator and its importance. Sixty-five percent of teachers want an ESSA Fine Arts Indicator. Having a non-punitive indicator is the key, they said. Ms. Kwasney and Ms. Quintero said teachers are in favor of this and they are ready to stand behind this measure.

Jonathan Doster of Ounce of Prevention thanked the Board and agency for the bold budget recommendation. Discussions to fully fund education are paramount, he said, and lesser appropriations for the Prevention Initiative are a concern. He suggested the request should also include an increased amount for infrastructure to adequately support the Early Childhood Block Grant Program and Prevention Initiative. Collaboration with the Early Learning Council would be appreciated, he said.

Richard Nogal, 2018 Thomas Lay Burroughs Award Recipient
Mr. Pimentel introduced Richard Nogal, the Burroughs Award recipient for the State’s Outstanding School Board President, as well as Dr. James Gray, superintendent of Orland Park District 230; Melissa Gracias, vice president of the
Ms. Cross made a motion to approve the resolution honoring Mr. Nogal as the 2018 Burroughs Award recipient. Mr. Settle seconded the motion and it passed by unanimous voice vote.

Mr. Nogal humbly accepted on behalf of CCSD 230 and the collaborative effort put forth by all stakeholders. He acknowledged Mr. Burroughs for his service and leadership, bringing special attention to Mr. Burroughs’s dedication to equity more than 20 years ago. Mr. Nogal thanked ISBE for the long-needed reform and the truly collaborative effort to bring equity to the students of Illinois.

Student Advisory Council Update

Student Advisory Council (SAC) members shared an update regarding their work this school year, including six focus groups as follows:

1. Mental Health: Exploring ways to survey practitioners and students and interview members of working group to obtain local perspective.

2. Equity of Resources: Gathering data regarding educator familiarity with state funding policies, conducting interviews, and utilizing surveys regarding familiarity with EBF funding.

3. Competency-Based Education: Creating an informative PowerPoint presentation for local schools, gathering statistical data showing the benefits competency-based education has enabled, and creating survey and pamphlet to accompany presentation.

4. Postsecondary and College and Career Readiness: Responding to questions from advisers and learning about CTE programs.

5. Technology in the Classroom: Researching how and how frequently teachers, students, and parents are educated on software and hardware, researching the detrimental effects of firewalls that block academic resources, researching the inequality and current state of internet access across school districts, and surveying students about technology used in their schools.

6. Special Education: Researching local school special education services, creating a framework for special education classroom, and addressing teacher shortage crisis.

The Student Voices Working Group was established to gain additional guidance to maintain the Student Voices website. SAC is also establishing an Instagram account, creating polls, soliciting SAC alumni articles, and seeking community and volunteer opportunities.

Mr. Pimentel and Dr. Smith thanked the SAC members for their diligent and insightful work.

Update on Postsecondary and Workforce Readiness Act

Mary Reynolds, executive director of Innovation and Secondary Transformation at ISBE, gave an update regarding the PWR Act. Competency pilot work continues, with initial sites added to Cohort 3 in December. There are currently 24 pilot sites representing 45 districts across the state. The Illinois Student Assistance Commission continues to provide training focused on the Postsecondary and Career Expectations framework, including information provided at the middle school level. Illinois applied for the Launch Years Initiative that is administered by the University of Texas Dana Center and funded through the Gates Foundation. This would
provide technical assistance to assist with implementation of transitional math and improve mathematics relevancy. College and career pathway endorsement pilots will be highlighted at the Illinois 60 by 2025 conference in February. NIU has been engaged with piloting these initiatives. Collaborative work will continue and be extended statewide next fall. It has taken over a year to complete the College Career Pathway Dictionary, with many state agencies working together on how to extend pathways across the workforce. Ms. Ford thanked Ms. Reynolds for the collaborative work. Ms. Reynolds credited the Governor's Children's Cabinet with initiating the working group. At least 16 state agencies were involved in the effort to reach this common understanding. Dr. Smith commended Ms. Reynolds on her leadership. Illinois is positioned on a unique front to build from these strengths. The Postsecondary and Workforce Readiness Act authorized the work, but these initiatives are now in practice.

**Equity Values and Beliefs in Action**

Sara Shaw, senior manager of Fiscal and Academic Solvency at ISBE; Sergio Hernandez, principal consultant in Early Childhood; and Barbara Hobrock, ISBE Legislative Affairs coordinator, gave an overview of agency work related to the Equity Values and Beliefs Statement adopted by the Board. ISBE may be the first state agency in Illinois to adopt a set of Equity Values and Beliefs and infuse them in daily work. The Equity Advisory Work Group was founded in May 2018 and has aided the agency in viewing collaborative work through an equity lens. Accomplishments to date are:

- The Equity Values and Beliefs document, which is now approved by the Board;
- A drafted internal equity self-assessment tool and climate and culture assessment;
- An Equity Advisory Work Group webpage on the Intranet highlighting an Equity Resource Library for all staff to access;
- Members reviewed ESSA State Conference proposals to ensure an equity lens;
- Members evaluated Budget Recommendation Narrative reviews; and
- Did extensive prep work for the all-agency meeting.

Future endeavors include a Lunch and Learn on “ISBE Visions & Values” to be held Jan. 30 to further infuse our equity lens throughout the agency. There will be discussion of a climate and culture assessment to deepen the understanding of equity, and creating an equity book club. Equity is not just a lens in which we view our work through; it is the work we are doing.

Board members extended their gratitude for broadening the reach of their adopted Equity Values and Beliefs statement and were impressed with the work accomplished. Members also expressed pride in this ground-breaking work and noted the collaborative effort throughout the agency to relate all work to the Equity Values and Beliefs Statement.

**Fine Arts Indicator Recommendation**

Dr. Jason Helfer, deputy superintendent of Teaching and Learning at ISBE; Jonathan VanderBrug of the Arts Alliance Illinois; and Karla Rivera of Ingenuity, presented an update on the Fine Arts Indicator. Mr. VanderBrug acknowledged the Board, Dr. Smith, and ISBE staff for their diligent and collaborative work. Dr. Smith acknowledged Mr. Pimentel for his leadership related to this topic.

Ms. Rivera stated that this work will set the stage for Illinois to be a national leader by being the first state to adopt a weighted Fine Arts Indicator. The 27-member work group was acknowledged. She said the group was found it to be inclusive, collaborative, and transparent from the onset of this process.

Mr. VanderBrug reviewed the submeasures of student participation, quality of instruction, and student voice. Participation and endorsement data is already collected with no additional reporting needed by schools. There will be a four-year
phase-in to give schools time to learn and implement properly. The first year would be fiscal year 2020-21 with participation (enrollment) set at 5 percent. FY 2021-22 would set participation at 3 percent and add quality at 2 percent. FY 2022-23 would remain the same, which would allow significant time to construct a student survey to accommodate the student voice submeasure by FY 2023-24. In order to ensure that a district is not penalized due to lower district adequacy, for the first two years, the indicator would only apply to schools in lower-funded districts only if it increases their summative score. Mr. VanderBrug stated that there is no strong correlation between school participation and school funding level. He asked the Board to approve the recommendation to empower Illinois students.

Ms. Ford asked if the Chicago Public Schools principals association support the recommendation. Dr. Helfer stated that this organization did not take a position at the last IBAM meeting. Other Board members remarked on the importance of the indicator being non-punitive. Mr. Settle looks forward to reviewing public comment on the subject. Mr. Pimentel asked why there is a two-year phase in for schools that are below 60 percent adequacy if there is not a strong correlation between participation and school funding levels. Mr. VanderBrug answered that it is to allow schools time to adjust. Mr. Settle asked if funding level and quality/licensure correlations were studied. Mr. VanderBrug stated there does not appear to be a strong correlation in that area either. Mr. Pimentel encouraged continued advocacy work.

Dr. Helfer stated the ESSA website will be updated with this report. Public comment will be open through Feb. 6, 2019, and a recommendation will be brought to the Board at the Feb. 20 meeting.

**FY 20 BUDGET RECOMMENDATION**

Mr. Settle stated the Budget Book ties in with Board Goals and our Equity Values and Beliefs. Acknowledgement was given to all staff that collaborated in the effort.

Robert Wolfe, chief financial officer at ISBE, stated that the Budget Book represents many colleagues and their diligent work. The Budget Book is based on community and staff input as well as Board recommendations. Each line item in General Funds is tied back to the Board Goals and Equity Values and Beliefs. The budget culminates with a $15.6 billion increase in appropriations and a total request of $19.3 billion to “Fund a Civil Right: Quality Education for All.” A complete breakdown of specific appropriations is available in the Exhibit A.

The Superintendent’s Recommendation indicated that $15.38 billion in Evidence-Based Funding is needed to ensure all districts are at 90 percent adequacy based on the 34 cost factors. The state has the responsibility to fully fund education, per statute. To achieve the goal of fully funding education by 2027, the state will need to invest $660 million per year for the next eight years. Statute states a minimum funding level of $350 million per year.

The early childhood education estimate to make services available for 3- and 4-year-old students who are not currently served is $2.4 billion. This request was developed under the Board’s direction. This request does not take into account the 37 percent directed to CPS nor additional funding for the Prevention Initiative. (Twenty percent is required by statute.)

The Superintendent is recommending a $263 million increase for FY 2020 to fully fund the Categorical reimbursements Flat funding has been seen here with increase costs. All of these programs are very important to serving all students.

The remaining Superintendent’s recommended appropriation levels for Line items under the Equity Principle is $70.2 million. The main contributors came from two community requests: bilingual education and Native Language assessments.

The Phillip Rock Center is asking for $6.5 million in capital funds for immediate structural repairs, including the HVAC system, electrical repairs, and building accessibility. ISBE owns the building and has the responsibility for the
maintenance. Alternative education is also in the request, with approximately 210 students on waiting lists to date.

Discussions have led to a line item that would fund ISBE statutory responsibility to serve as ROE for CPS. Work would be completed within the agency to ensure CPS and its students are represented properly. Dr. Smith clarified that ISBE would hire a team and be in partnership with CPS. ISBE would work collectively with other Regional Offices of Education to provide the proper support.

There is a request of $3.5 million to support the Southwest Organizing Project. This is currently located in 12 school districts and there is much interest for this program beyond the City of Chicago. This comports with our Equity Values and Beliefs.

The Educator Recruitment request is $20.3 million. This would impact mentoring and diversifying the educator workforce.

Agency capacity to implement will be held at the flat level.

There are increases in other funds, such as an extra $30,000 for ROEs to train bus drivers in active shooter situations. In addition, a request for an increase of $4 million for the ROEs to serve their communities in a security capacity aligns to the Board goals nicely.

Ms. Ford noted Mr. Wolfe and Mr. Settle’s diligent work in traveling statewide to gather requests from the field and the excellent representation of what our communities asked for. Dr. Smith acknowledged Scott Harry, director of Budget at ISBE, for compiling the Budget Book recommendation.

Mr. Settle noted that Article X, Section 1 of the Illinois State Constitution states in part, “The State has the primary responsibility for financing the system of public education.” Mr. Settle made motion that the Illinois State Board of Education hereby recommends a FY 2020 General Funds appropriation of $15,616,486,800 for “Funding a Civil Right: Quality Education for All.” Mr. Settle further moved that the Illinois State Board of Education hereby authorize the State Superintendent to make changes to the “Other State Funds” and “Federal Funds” recommendations outlined in Exhibit A as appropriate until the budget has been enacted. Ms. Cross seconded the motion. The motion passed by unanimous roll call vote.

Ms. Ford moved that the State Board of Education to authorize the State Superintendent to enter into a contract from date of execution through Aug. 30, 2019, with no renewals, with NCS Pearson Inc. to administer, score, and report the Illinois Assessment of Readiness in English/language arts and mathematics in grades 3 through 8 in spring 2019 for a total amount not to exceed $22,292,992. Mr. Lindvahl seconded the motion. The motion passed by unanimous roll call vote.

Mr. Lindvahl moved that the State Board of Education approve the consent agenda as stated. Ms. Ford seconded the motion. The motion passed unanimously with a roll call vote.

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

Approval of Minutes
The State Board of Education approves the minutes for the December 12, 2018, Board meeting.

Rules for Adoption
Part 1 (Public Schools Evaluation, Recognition, and Supervision)
This rulemaking will remove the prohibition on promotion to grade 12 without having taken the grade 11 assessment. It adds guidelines for how a district may request a waiver of the requirement to take the state’s final accountability assessment in order to graduate for a small number of students. School districts must provide ISBE with an explanation of why the student was unable to take the state accountability
assessment, justification for granting the waiver, and evidence that granting the waiver does not represent systemic exclusion of students from accountability. Schools are limited to waiving 1 percent of the graduating class without providing additional evidence that granting the waiver does not contribute to systemic exclusion of groups of students from accountability.

Additionally, this rulemaking will allow ISBE to identify schools to participate in studies and pilot programs more frequently than once every four years as needed to ensure sufficient sample size. It clarifies that students with an Individualized Education Program who receive an alternative diploma must take the state’s accountability assessment during the years of compulsory attendance; however, a student can be exempted after he/she takes the state’s final accountability assessment.

Public Act 100-465 created the Invest in Kids Scholarship Program. Students who receive scholarships to attend nonpublic schools are required by PA 100-465 to take the state’s accountability assessment. This rulemaking adds language clarifying that these students are required to take the state’s accountability assessment.

Contracts and Grants Over $1 Million

**FY19 Title V Sexual Risk Avoidance Education Grant**
The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to approve the release of a Request for Proposals and to award a Sexual Risk Avoidance Education Grant in the amount of $1.9 million in fiscal year 2019.

The Title V Sexual Avoidance Grant provides federal funds to states for the purpose of developing tools and resources to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund sexual risk avoidance education and/or programs that provide mentoring, counseling, and adult supervision as a means of promoting abstinence from sexual activity.

**21st Century Community Learning Centers Program Grant Renewal**
The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to renew and extend 21st Century Community Learning Centers grants for the Cohort Fiscal Year 2015 (Cohort 15) grantees. The total renewal award over a five-year grant term (FY 2020-24) will not exceed $157,708,905. The previous five-year grant term (FY 2015-19) totaled $162,199,039. The total for the 10-year grant period will be $319,907,944.

**Invitation to Bid for Summer Meals Campaign**
The Nutrition Division requests the Board to authorize the State Superintendent to release an Invitation for Bid and award a contract to the lowest-cost, responsible bidder with the expertise to provide selection and placement services for Summer Meals advertisements and announcements in various modes of transportation media, such as bus advertisements, platform advertisements, billboards, etc. The total award will not exceed $500,000 for one year or a maximum of $1.5 million over a three-year period covering summer program activities from January 2019-June 2021.

**RFSP – Information Systems – Early Childhood Data Systems Team**
The Information Systems Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award to the successful offeror(s) to procure the services of one project manager, one business analyst, and two developers to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the state’s Early Childhood Program data. The total award over a five-year period will not exceed $4.05 million. (This RFSP is a replacement for current contractual resources that are expiring.)

**RFSP – Statewide Survey of Learning Conditions**
The Division of Regulatory Support and Wellness requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror(s) a contract to administer a Statewide Survey of Learning Conditions. The initial term of the contract will begin on July 1, 2019, and ends June 30, 2022. There will be two possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each proceeding contract year. The estimated total cost, including renewals, will not exceed $2.75 million, subject to appropriation.

Ms. Ford asked why there is a bid for summer meals. Dr. Smith explained that this is for someone to contract advertising and communications. Jeff Aranowski, executive director of Safe and Healthy Climate at ISBE, further clarified this was in Chicago mainly and will reach to areas we have not been to before throughout the state. Mr. Settle stated that in small communities, it is harder to get the word out. Ms. Ford suggested radio advertisements and Mr. Aranowski will take that under consideration. Ms. Cross noted transportation is another issue with summer meals. Getting to the food can be the hard part at times. Mr. Aranowski stated transportation is not included in this bid, but we can reach out to districts. Dr. Smith stated that increased need requires increased efforts. Ms. Price suggested collaborating with community partners.

Ms. Cross asked what we have in place for students regarding Title IV. Mr. Aranowski described the programs currently in place to teach students about sexual health education.

Ms. Price asked if the RFSP for the 21st Century Grant includes the cohort that began in August. Mr. Aranowski stated this cohort was expiring at the end of this school year. We will move on to the next funding decision after this year to ensure continuity. We are weighing all options at this time. Ms. Price stated her understanding is the cohort that began in August does not have a budget that has been approved by ISBE, so no funding dollars have been advocated. Kristy Jones, division supervisor of Regulatory Support and Wellness at ISBE, stated FY 2019 funds are being approved and allocated at this time. Staff are currently processing IWAS applications.

End of Consent Agenda

**DISCUSSION ITEMS**

**District Oversight Update**
Mr. Wolfe reported personnel changes on the Financial Oversight Panel (FOP) at both East St. Louis and North Chicago. In North Chicago, the FOP chairperson, David Agazzi, is moving on to the next chapter in his life. Mr. Wolfe thanked him for his dedication, contributions, and wealth of knowledge. Dr. Smith has appointed the following to the FOP: Mr. Hornsby Kneeland, chairman, and Ms. Mary Werling, member. In East St. Louis, Ms. Mary Kane, is also moving on to the next chapter of her life. Mr. Wolfe recognized her dedication as well. Ms. Kane will be replaced by Ms. Karen Davis.

**Legislative Update**
Amanda Elliott, co-director of Legislative Affairs at ISBE, stated that the new General Assembly was sworn in Jan. 9 and JB Pritzker took office Monday, Jan. 14. He signed two Executive Orders on his first day. The orders will be reviewed to determine impact on the agency. General Assembly members have introduced more than 400 bills at this time. The bills will be reviewed to determine the agency's position. Many of the bills are on climate, safety of students, and sexual abuse. We are looking forward to working with our new lawmakers.

Mr. Settle asked about the bill that was filed to reinstate the five clock hour instructional day. Ms. Elliott said that two bills were filed to reinstate ILCS 5/18-8.05. We look forward to conversations with those individuals. Districts need time to adjust and clarify some confusion regarding flexibility.
ESSA Update

Ralph Grimm, acting chief education officer at ISBE, reported that ESSA work continues. He said that Report Card 2019 is currently being finalized and that this effort is a true collaboration throughout the agency. IL-EMPOWER has 127 schools to date that have initiated the application to be an approved peer learning partner. The window to apply closes January 25 and there will be other opportunities to apply throughout the year. The peer-to-peer learning is exciting to see.

Superintendent’s/Senior Staff Announcements

Dr. Smith addressed the seat time question. He said that if we get fixated on measuring seat time, we are measuring the wrong side of the student. Fear drives some of these choices. Our districts have embraced this change and taking it back now would not adhere to the vision of equity and service this Board envisions. The number of schools that have applied to be approved peer learning partners is exciting. We have a mechanism to support that now. The trust that is in these relationships is transformative. Dr. Smith acknowledged all staff for the equity work being done internally.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports (available online at www.isbe.net)

MOTION FOR ADJOURNMENT

Ms. Ford moved that the meeting be adjourned. Ms. Cross seconded the motion. The motion passed with a unanimous voice vote. The meeting adjourned at 12:51 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman
TO: Illinois State Board of Education
FROM: Tony Smith, Ph.D., State Superintendent of Education
       Ralph Grimm, Acting Chief Education Officer

Agenda Topic: Intergovernmental Agreement Renewal - Illinois State University to Administer the Illinois National Board Professional Preparation and Support System

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
               Emily Fox, Director, Educator Effectiveness

Purpose of Agenda Item
The Center for Teaching and Learning requests the Board to authorize the State Superintendent to extend an Intergovernmental Agreement (IGA) with the National Board Resource Center at Illinois State University (ISU) from July 1, 2019, to June 30, 2020.

Relationship to/Implications for the State Board’s Strategic Plan
This IGA between ISBE and ISU will support the following board goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein…

- All students are supported by highly prepared and effective teachers and school leaders.

Background Information
This Intergovernmental Agreement provides funds for administrative costs to Illinois State University to support the recruitment, training, and mentoring of teachers who are seeking National Board Certification. ISU began managing the Illinois National Board for Professional Teaching Standards (NBPTS) program in fiscal year 2006. ISU collaborates with Illinois National Board Certified Teachers, Regional Offices of Education/Intermediate Service Centers, and school districts in all regions of the state to arrange services to recruit and support candidates in targeted schools and counties.

The requested funds administrative oversight supports the Illinois Teaching Excellence Program grant,¹ which is a line item in the state budget and required in Illinois School Code. ISU serves as ISBE’s fiscal agent for the grant. In FY 2018, 362 educators began the NBPTS certification

¹ Public Act 097-0607 changed how funding was to be used for National Board supports in 2011. Under the law, any funds appropriated for the Illinois Teaching Excellence Program must be used to provide monetary assistance and incentives for qualified educators who are employed by school districts and who have or are in the process of obtaining licensure through the National Board for Professional Teaching Standards. The grant awards up to $1 million to educators who are undergoing the certification process. The goal of the program is to improve instruction and student performance.
process and were supported by the grant. Additionally, 179 educators became National Board Certified and 230 educators renewed their certification. There are 6,548 NBCTs in Illinois.

**Financial Background**

ISBE entered into an IGA with ISU on July 30, 2010, to recruit and support NBPTS candidates in Illinois.

This request is to renew the IGA to extend the end date of the contract through June 30, 2020, and to request an additional $298,000 in funding for FY 2020. This amendment would bring the total amount of federal funding to $3,160,928. The funding is from Teacher Quality Leadership – Title II federal funds.

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

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<td>$298,000.00</td>
</tr>
<tr>
<td>FY18</td>
<td>$298,000.00</td>
<td>$298,000.00</td>
<td></td>
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</tr>
<tr>
<td>FY19</td>
<td>$298,000.00</td>
<td>$298,000.00</td>
<td></td>
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<td>FY20</td>
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<td></td>
<td>$298,000.00</td>
<td></td>
<td>$3,160,928.00</td>
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<td><strong>TOTALS</strong></td>
<td><strong>$2,564,045.65</strong></td>
<td></td>
<td><strong>$298,000.00</strong></td>
<td></td>
<td><strong>$3,160,928.00</strong></td>
</tr>
</tbody>
</table>

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

**Policy Implications:** Approval of the contract renewal with the National Board Resource Center at Illinois State University will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

**Budget Implications:** Funding for the Illinois National Board Initiative is dependent upon federal Title II money and if the state provides a line item to support educators applying for National Board Certification.

**Legislative Action:** None required.

**Communication:** None required.

**Pros and Cons of Various Actions**

**Pros:** Approval will allow the Illinois National Board Initiative to continue to grow and increase the number of National Board Certified Teachers in Illinois classrooms.

**Cons:** None.
Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew the Intergovernmental Agreement with the National Board Resource Center at Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The IGA will run from July 1, 2019, to June 30, 2020, for $298,000 and the total contract will not exceed $3,160,928.

Next Steps
Upon Board authorization, agency staff will commence the process of renewing the Intergovernmental Agreement in accordance with the approved motion.
TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
Ralph Grimm, Acting Chief Education Officer

Agenda Topic: Intergovernmental Agreement Renewal - Illinois State University to Support Core Content Areas

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Marci Johnson, Director, Curriculum and Instruction

Purpose of Agenda Item
The Center for Teaching and Learning requests the Board to authorize the State Superintendent to renew the Intergovernmental Agreement (IGA) with Illinois State University (ISU) for $2 million in fiscal year 2020. Renewal will support educators in the core content areas with the aid of a website, professional development, and curricular resources.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts
The IGA will support the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein…

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

This IGA will provide support in the core content areas pertaining to the Illinois Learning Standards and professional learning to improve academic achievement and increase teacher effectiveness.

Background Information
The IGA with ISU provides support for the work of 11 content specialists. These specialists develop and deliver professional learning, instructional resources, and technical assistance aligned to the Board goals and the Illinois Learning Standards for administrators and teachers statewide.

The partnership with ISU has been able to meet the ever-changing district needs for state resources, learning supports, and professional learning since its inception in 2013. Content specialists have supported districts and teachers in FY 2019 with the development and
dissemination of curricular resources and oversight and maintenance of the Classrooms in Action website at www.ilclassroomsinaction.org. Thus far, over 82,000 educators visited the website in FY19. The Classrooms in Action website provides K-12 resources in content areas; face-to-face and online professional learning for K-12 educators; content-related technical assistance to schools and districts; and technical assistance to ISBE on statewide initiatives, including assessments and transitional math.

More specifically, the content specialists have provided the following professional learning opportunities since July 1, 2018:

- Held two regional strategy sessions in K-5 science and social science and two in 6-8 social emotional learning (SEL) in the classroom.
- Had bimonthly virtual sessions in ILMathCom and ILScienceCom, with participants ranging from 18 – 68 for each session.
- Created Mathematics Lesson Study Pilot with 12 participants. One hundred percent of the participants indicated the lesson study made them a more reflective teacher and 96% shared that participation improved their conversations with colleagues.
- Established English language arts (ELA) Virtual Network for ongoing ELA sharing of strategies.
- Hosted five online impact fall workshops. There are 313 individuals who participate in the online impact listserv.
- Over 5500 educators receive information through one or more of the core content listservs.
- Content specialists engaged with districts on in-depth, ongoing SEL/culture and climate support.

Specialists have developed and delivered the following resources since July 1, 2018:

- Completed Back-to-School resource including materials for ELA, math, science, social science, and SEL.
- Completed the Literacy by 3rd Grade Kit.
- Improved Literacy Frameworks.
- Clarified K-5 literature connections to social science.
- In process of analyzing social science sources.
- Conducted needs assessment for social science.
- Conducted needs assessment for SEL.
- Determining considerations for an SEL classroom: Administrator and Teacher Guide.
- Launched new Illinois Classrooms in Action website.
- Framing inclusive conversations guide.
- Drafted transitional math materials; revision and completion are scheduled for spring 2019.

Financial Background
ISBE entered into an IGA with ISU on December 13, 2012, to support statewide implementation of the new Illinois Learning Standards for English language arts and math. ISBE requests renewal of this agreement with ISU for $2 million. Renewal would bring the total amount of funding since inception to $9,933,925.16. Federal dollars will fund the agreement.
The financial background of this contract/grant is illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td></td>
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</tr>
<tr>
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<td>$864,431.24</td>
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<tr>
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<td>$1,775,000.00</td>
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<td>$2,000,000.00</td>
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<td>$225,000.00</td>
<td>$2,000,000.00</td>
<td>$9,933,925.16</td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**
Intergovernmental Agreements are exempt from the agency’s BEP goal because each state agency and university is subject to its own BEP goal.

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

**Policy Implications:** None.

**Budget Implications:** The proposed activities will be funded by federal Title I dollars.

**Legislative Action:** None.

**Communication:** None.

**Pros and Cons of Various Actions**

**Pros:** Approval to renew will provide for the continuation of all deliverables and provide for the future expansion and growth of resources to meet statutory requirements (e.g., College and Career Readiness Indicators, Postsecondary Workforce Readiness Act — more specifically, resources for transitional math).

**Cons:** Funding for this IGA is dependent upon federal money.

**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 Illinois State University for $2 million for services in FY 2020. The total will not exceed $9,933,925.16.

**Next Steps**
Upon Board authorization, agency staff will enter into an Intergovernmental Agreement in accordance with the approved motion.
TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
                  Ralph Grimm, Acting Chief Education Officer

Agenda Topic: Intergovernmental Agreement Amendment - University of Illinois Cooperative Extension

Materials: None

Staff Contact(s): Mark Haller, Director, Nutrition
                       Jeff Aranowski, Executive Director, Safe and Healthy Climate

Purpose of Agenda Item
The Nutrition Division requests the Board to authorize the State Superintendent to amend the Intergovernmental Agreement (IGA) with the University of Illinois Cooperative Extension to extend the end date of an agreement to provide technical assistance and training for school-based programs statewide. The current IGA ends on September 30, 2019; this request is a no-additional-cost amendment to extend the term until September 30, 2020. The total award will not exceed $1.5 million for one year or a maximum of $4.5 million over a five-year period.

Relationship to/Implications for the State Board’s Strategic Plan
The IGA with University of Illinois Cooperative Extension supports the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein…

- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

The amended IGA with the University of Illinois Cooperative Extension will continue to provide statewide training to School Nutrition Program professionals to ensure that they have the necessary skills and abilities to prepare and serve healthy, nutritious meals so that students are ready to learn. Skilled workers in the area of the School Nutrition Programs will provide for a safe and healthy school environment for students.

Background Information
The purpose of the amendment to the IGA with the University of Illinois Cooperative Extension is to continue to ensure that statewide training and technical assistance is being provided to school nutrition professionals in the areas of operations and financial management. School Nutrition Programs have undergone substantial regulatory changes since the implementation of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111–296—Dec. 13, 2010). It is imperative that training and technical assistance be provided statewide for school nutrition professionals. The partnership between ISBE and the University of Illinois Cooperative Extension continues to be an appropriate avenue to meet the program needs of school nutrition professionals and students because of county-level interactions already in place and the
knowledge of University of Illinois Cooperative Extension personnel regarding food service operations.

One key component of the partnership is to continue to provide required continuing education hours of training to school nutrition professionals. The U.S. Department of Agriculture (USDA) has established professional standards (80 FR 11077) for school nutrition professionals who manage and operate the National School Lunch and School Breakfast Programs to ensure that they have adequate knowledge and training to meet the program requirements and operate efficient programs. Requiring proper qualifications and training improves the quality of meals, reduce program errors, and enhance program integrity.

The deliverables in the amended IGA will remain the same. The University of Illinois Cooperative Extension will continue to provide the following deliverables:

- Market all trainings and other educational opportunities to all School Nutrition Program sponsors via contract information provided by ISBE.
- Provide educational assistance and training to a minimum of 150 School Nutrition Program sponsors. Activities include in-person trainings, access to online modules, and webinars.
- Develop and host at least six online modules on a variety of ISBE-approved topics.
- Host at least 12 in-person trainings totaling at least 72 training hours for school food professionals in various regions across the state to ensure access to all program sponsors.

Through quarterly report reviews, staff have verified completion of each year’s required deliverables. Quarterly reports reviewed to date for this agreement year indicate that the deliverables are on schedule to be completed.

**Financial Background**

This IGA awarded $1.125 million in fiscal year 2016, $1.3125 million in FY 2017, and $1.125 million in FY 2018 to the University of Illinois Cooperative Extension. A previous, similar no-additional-cost amendment extended the term of the IGA to September 30, 2019. That extension established funding amounts for FY 2019 at $750,000 and FY 2020 at $187,500. This amendment extends the term of the IGA to September 30, 2020, and establishes new funding levels for FY 2019, FY 2020, and FY 2021 of up to $375,000, $281,250, and $281,500, respectively, contingent upon sufficient appropriation for the program and satisfactory progress in the preceding IGA period. The total award for the IGA has remained the same and is now spread over a five-year period. It will not exceed $4.5 million. USDA State Administrative Expense federal funding will be utilized for this amended IGA.
The financial background of this IGA is illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Contract per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>$1,125,000</td>
<td></td>
<td>$</td>
<td>$</td>
<td>$1,125,000</td>
</tr>
<tr>
<td>FY17</td>
<td>$1,312,500</td>
<td></td>
<td>$</td>
<td>$</td>
<td>$1,312,500</td>
</tr>
<tr>
<td>FY18</td>
<td>$1,125,000</td>
<td></td>
<td>$</td>
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<td>$1,125,000</td>
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<tr>
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<td>$</td>
<td>$375,000</td>
<td>$</td>
<td>$375,000</td>
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<tr>
<td>FY20</td>
<td>$187,500</td>
<td>$</td>
<td>$93,750</td>
<td>$</td>
<td>$281,250</td>
</tr>
<tr>
<td>FY21</td>
<td></td>
<td>$</td>
<td>$281,250</td>
<td>$</td>
<td>$281,250</td>
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<td><strong>Total</strong></td>
<td><strong>$4,500,000</strong></td>
<td></td>
<td>$</td>
<td>$</td>
<td><strong>$4,500,000</strong></td>
</tr>
</tbody>
</table>

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

**Policy Implications:** Approval of this amendment to the IGA will provide an extension that will allow the University of Illinois Cooperative Extension additional time to create professional development resources that will improve the operation skills of food service professionals who work with USDA-funded School Nutrition Programs statewide and impact students’ ability to learn daily.

**Budget Implications:** The amendment to the University of Illinois Cooperative Extension IGA will continue to be funded by USDA federal funds specific to the administration of Child Nutrition Programs, including the State Administrative Expense funds for continuation and duration of the IGA period.

**Legislative Action:** Not applicable.

**Communication:** The IGA recipient will be notified of the Board’s approval. In addition, School Nutrition Program sponsors will be notified of the continuing training opportunities.

**Pros and Cons of Various Actions**

**Pros:** Approval of the amendment to the University of Illinois Cooperative Extension IGA will provide an additional year of the established statewide network of training for School Nutrition Programs.

**Cons:** None.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to amend the IGA with the University of Illinois Cooperative Extension through September 30, 2020, while maintaining the maximum total funding amount not to exceed $4.5 million.

**Next Steps**

Upon Board authorization, agency staff will notify the University of Illinois Cooperative Extension of the amendment of the IGA award and will execute the agreement in accordance with the Board approval.
TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
       Ralph Grimm, Acting Chief Education Officer

Agenda Topic: Preschool Development Grant – Expansion Grant

Materials: None

Staff Contact(s): Jason Helfer, Deputy Superintendent, Teaching and Learning
               Carisa Hurley, Director, Early Childhood

Purpose of Agenda Item
The Division of Early Childhood requests the Board to authorize the State Superintendent to amend the approved Preschool Development Grant – Expansion Grant to extend the current performance period by one year, beginning January 1, 2019 to December 31, 2019.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts
This item supports all of the board goals. The grant allows expanded access to enhanced, full day, comprehensive preschool slots for high need, low-income children. The targeted effort supports closing the school readiness gap. The program requires high-quality preschool services, including highly qualified early childhood teachers and safe and healthy learning environments, as well as providing a broad continuum of supports and services needed by children and families, which help provide safe and healthy at-home learning environments.

Every child in each public school system in the State of Illinois deserves to attend a system wherein…

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information
In December 2014, Illinois was awarded a grant of $80 million ($20 million per year for four years from January 2015 through December 2018) for Preschool Expansion by the US Department of Education. The Preschool Development - Expansion Grant application was initially approved by the State Board in September 2014. The application incorporated the State plan to increase State investments in early childhood education and to increase access to quality, effective services for the most at-risk children in the State.
The grant is managed by the Governor’s Office of Early Childhood Development (GOEC) in collaboration with the ISBE Early Childhood Division. ISBE serves as the fiscal agent. The majority of funding (95%) is subgranted to providers for new preschool slots or the enhancement of either childcare, Head Start, or preschool slots that meet certain program requirements. GOEC and ISBE received notification of approval of the no cost extension on October 30, 2018 from the U.S. Department of Education.

Currently approved programs will use dollars returned to ISBE for various reasons (e.g., a program budgeted for a teacher, but was unable to secure one; estimated costs were lower than expected [start up costs are only for one year]; two programs lost funding due to misuse of funds; and one program declined funding after the first year). Also, while the initial grant period was for 4 years, due to the solicitation of interested entities at the time of initial approval, only 2 programs began in March 2015 and the remainder started in the fall. As indicated in the table below, almost 75% of the year one fund were carried over to the next fiscal year.

No additional funding will be provided to approved programs, rather these dollars will support the budgets submitted and approved by ISBE for FY19. In the case of the no cost extension, at the end of state FY18, ISBE shifted the costs of these programs to state funds as they were expiring at the conclusion of the fiscal year. This allowed more federal funds to be available through the end of December 2019 and allows for maximum utilization of both funding streams.

The initial Preschool Development Grant – Expansion Grant had an end date of December 31, 2018. The grant proposal included a commitment to sustaining the original federally funded programs with Early Childhood Block Grant state dollars through FY20. The No Cost Extension will allow ISBE to continue to use carry over federal dollars in conjunction with Early Childhood Block Grant state dollars to help sustain these programs and infrastructure through December 31, 2019. Per the approved sustainability plan as part of the no cost extension, after December 31, 2019 these subgrantees will be funded solely with Early Childhood Block Grant state dollars.

**Financial Background**

Illinois received $20 million annually, for the period beginning January 1, 2015 to December 31, 2018. A No Cost Extension was requested and approved by the U.S. Department of Education, which will allow carry over federal funds to be expended for an additional calendar year. Since the term of the initial award and approval was extended, board approval is required in order to use these funds in 2019.

Annual grant award, yearly spending, and yearly carry over amounts are illustrated in the table below:

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Preschool Development Grant Federal Award</th>
<th>Federal Dollars Spent</th>
<th>Annual Carryover Amount</th>
<th>Cumulative Carryover Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$20,000,000</td>
<td>$5,736,096</td>
<td>$14,263,904</td>
<td>$14,263,904</td>
</tr>
</tbody>
</table>

1 There are 28 providers in the following communities across Illinois: Aurora, Bloomington/Normal, Chicago, Decatur, DuPage County, Elgin and Carpentersville, Joliet, Jackson & Franklin Counties, Maywood & Cicero, Metro East, North Chicago, Rockford, Rock Island, South Suburbs, and Williamson.
<table>
<thead>
<tr>
<th>Year</th>
<th>State Dollars</th>
<th>Federal Dollars</th>
<th>Federal Carryover</th>
<th>Total Dollars</th>
</tr>
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<tr>
<td>2016</td>
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<td>2017</td>
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<td>$4,835,936</td>
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<tr>
<td>2018</td>
<td>$19,364,834</td>
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<td>$18,560,951</td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**

Not Applicable

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

**Policy Implications:** Drawing down funding will allow ISBE to use both state and federal dollars in a fiscally responsible way.

**Budget Implications:** If the ISBE is unable to draw down the carry over federal dollars, this would leave funding unspent, and Early Childhood Block Grant state dollars would have to be allocated in place of the available federal dollars.

**Legislative Action:** Not Applicable.

**Communication:** Not Applicable.

**Pros and Cons of Various Actions**

**Pros:** Approval of this action will enable the ISBE to use available carry over federal dollars as opposed to using Early Childhood Block Grant state dollars toward the sustainability plan for sustaining original federal funded subgrantees.

**Cons:** Not Applicable.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to amend the approved Preschool Development Grant – Expansion Grant to extend the current performance period by one year, beginning January 1, 2019 to December 31, 2019.

**Next Steps**

Upon Board authorization, Agency staff will proceed with allocating federal Preschool Development Grant – Expansion dollars in conjunction with state dollars until federal dollars have been exhausted, at which time state dollars will be solely use to sustain programs through FY20.
TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
Ralph Grimm, Acting Chief Education Officer

Agenda Topic: Request for Proposals Early Childhood Block Grant - Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Carisa Hurley, Director, Early Childhood

Purpose of Agenda Item
The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release and award fiscal year 2020 Requests for Proposals (RFPs) for Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5. Funding for the RFPs is subject to appropriation by the Illinois General Assembly.¹

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts
This item supports all of the Board goals. In particular, the Board request to increase funding for Early Childhood programming to $2.4 billion dollars in the FY 20 budget supports this statement. The Early Childhood Block Grant (ECBG) programs provide high quality early childhood services to children and their families birth through age 5 years. The ECBG programs give priority to children who are considered to be at risk. Children who are at risk and who attend high-quality ECBG programs receive the foundation necessary to be reading at grade level by third grade, to exceed expectations in mathematics by fifth grade, and to ultimately be ready for college and a career after graduating from high school. Moreover, the Kindergarten Individual Development Survey will ensure that all kindergartners will be observed and that data that identifies the strengths of each child in areas such as English language arts, mathematics, self-regulation, and social and emotional skills will be collected. Observational data will provide information to inform parents, ECBG programs, schools, and communities.

Every child in each public school system in the State of Illinois deserves to attend a system wherein…
- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.

¹ The requested approval, assuming sufficient appropriation, will allow ISBE to release an RFP and award applicants that meet the scoring threshold identified in 23 Illinois Administrative Code 235.55(b) once a budget is signed into law. This will allow awardees to receive funding in order to begin the delivery of services in FY 2020.
• Ninety percent or more of students graduate from high school ready for college and career.
• All students are supported by highly prepared and effective teachers and school leaders.
• Every school offers a safe and healthy learning environment for all students.

Background Information
The Early Childhood Block Grant consists of three programs: Preschool for All (PFA), Preschool for All Expansion (PFAE), and Prevention Initiative (PI). The RFPs for PFA, PFAE, and PI are expected to be released in the early spring 2019. Proposals will be given priority based on the area to be served by a school district or community based organization-serving students located in a Tier I and Tier II district, the quality of the proposal, the need of the communities to be served, and the population of children birth to age five in need of services. Writers and reviewers of RFPs will use a list identifying Tier 1 and Tier 2 districts made public through the ISBE website.

Preschool for All Program
Section 2-3.71(a) (4.5) of the School Code (105 ILCS 5/2-3.71(a) (4.5)) establishes the Preschool for All program. The PFA program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the programs include: public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families.

The Preschool for All program provides half-day or full-day educational services to all 3- to 5-year-old children whose families choose to participate. The program focuses on providing high-quality educational programs for children who have been determined to be at risk of academic failure. The PFA program serves only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the program is to be implemented).

Preschool for All Expansion Program
The Preschool for All Expansion program provides a full-day program, meets all the requirements of 23 Illinois Administrative Code Part 235, and provides additional quality components and comprehensive services as outlined in the federal Preschool Development Grant – Expansion Grant model. These quality components include comprehensive services and an instructional leader, a parent educator, mental health services, community partnerships, and family education opportunities. PFAE has an emphasis on increasing the number of classrooms that meet the Preschool Expansion Model as well as increase the number of full-day, high-quality comprehensive preschool slots for at-risk children in Illinois.

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2 Evidence-Based Funding (EBF) uses a formula to place districts in one of four tiers based upon percentage of adequacy. Districts in Tier I are <65.6 percent of adequacy, Tier II are between 65.6-<90% adequacy, Tier III districts are between 90 percent-<100 percent of adequacy, and Tier IV districts are <100 percent of adequacy. Ninety-nine percent of any new EBF funds are allocated to Tier I and Tier II districts.

3 A federal Preschool Development Grant - Expansion Grant awarded to Illinois in 2014 included a commitment to increase annual funding for the Early Childhood Block Grant by an average of $50 million a year through FY 2020. These increases were approved by the State Board at its September 2014 Board meeting. The increase in FY 2016 was $25 million, the increase in FY 2017 increase was $75 million, and the increases in FY 2018 and FY 2019 were $50 million each year, respectively.
Prevention Initiative Program

Section 2-3.89 of the School Code [105 ILCS 5/2-3.89] establishes specific requirements for ECBG programs that offer coordinated services to at-risk infants and toddlers and their families. These programs are commonly referred to as the Prevention Initiative. The PI provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. Specifically, PI programs must include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available within the region served by the program. Program services are provided through the implementation of an Individual Family Service Plan to guide and support each family based on a needs assessment. Finally, there must be a community involvement component to provide coordination within the service system.

A statewide open competition took place for funding in FY 2019. Three RFPs were posted in the fall of 2017, one each for Prevention Initiative, Preschool for All, and Preschool for All Expansion.4 There was approximately $174 million of additional ask as there were dollars available. The results of this competition are as follows:

Preschool for All (PFA)
- 451 total number of applicants
- 430 applicants scored above 60 and received funding.

Preschool for All Expansion (PFAE)
- 95 total number of applicants
- 74 applicants scored above 60 and received funding.

Prevention Initiative (PI)
- 154 applicants
- 145 applicants scored above and received funding.

Due to insufficient appropriations and high demand, not all eligible grant applicants were funded in the first round of FY 2019 grant awards. This insufficiency of funding drove the State Board to do inquiry about the true cost of providing early learning opportunities for all children in Illinois. The insufficiency of funds created further opportunities for cross agency partnerships. ISBE entered into an Inter-Governmental Agreement with the Department of Human Services to fund all eligible applicants.

Programs receiving funding for FY 2019 were funded for the first year with four one-year renewals contingent upon sufficient appropriation and satisfactory performance (e.g., meeting grant requirements, service levels, and the like) in each preceding grant year.

Financial Background
The Center for Teaching and Learning requests approval to release and award the ECBG RFP in anticipation that the state will meet its fifth year of commitment of $50 million to ECBG

4 The total appropriated for the FY19 ECBG was $493,738,100. Of this 37 percent or $182,683,097 went to Chicago, 20 percent or $109,439,281 went for PI programming, and the reminder went for PFA/PFAE programs, and program support costs. The PI funds consisted of $36.5 million of Chicago’s $182.7 million, with $72.9 million in funds allotted to downstate.
programming. The release prior to knowing an actual amount for programming is to ensure that services can commence as soon as possible after a budget is signed into law.

It is important to note that 37 percent of funds must be allocated to CPS and 20 percent of funds must be dedicated to PI programming.

The initial term of the grants will begin July 1, 2019, and extend through June 30, 2020. There will be three one-year renewals to align with the FY 2019 competition contingent upon sufficient appropriation and satisfactory performance (e.g., meeting grant requirements, service levels, and the like) in each preceding grant year.

**Business Enterprise Program (BEP)**
This Request for Proposals will not have a BEP goal because it is a grant.

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

**Policy Implications:** Not applicable.

**Budget Implications:** The Early Childhood Block Grant is funded by state General Revenue Funds.

**Legislative Action:** Not applicable.

**Communication:** Notice of the RFP release is posted on the ISBE Early Childhood website with a link to the application. Information is also posted in the Superintendent’s Weekly Message, as well as forwarded to and passed on by early childhood advocacy agencies and members of the Early Learning Council.

**Pros and Cons of Various Actions**

**Pros:** Programs will have funding to provide high-quality preschool services in Illinois.

**Cons:** The at-risk children of Illinois with have fewer resources to ensure educational success and kindergarten readiness if this request is not approved.

**Superintendent's Recommendation**
I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release three ECBG RFPs and award the successful applicants. The initial term of the grants will begin July 1, 2019, and extend through June 30, 2020. There will be three one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year.

**Next Steps**
Upon Board authorization, agency staff will release three RFPs and, should sufficient monies be appropriated, award grants for the PFA, PFAE, and PI programs. The RFPs shall prioritize services delivered to or in areas in which there are Tier I and Tier II schools.
ILLINOIS STATE BOARD OF EDUCATION MEETING  
February 26, 2019

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
        Ralph Grimm, Acting Chief Education Officer

Agenda Topic: 2019 Spring Waiver Report

Materials: 2019 Spring Waiver Report

Staff Contact: Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
                Cara Wiley, Director, Regulatory Support and Wellness
                Rachel Diamond, Agency Rules and Waiver Coordinator

Purpose of Agenda Item
The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in October 2018 and to secure approval of the Spring 2019 Waiver Report for submission to the General Assembly before March 1, as required by law.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts
The waiver report is linked to the agency's mission and goals in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

Background Information
The Spring 2019 Waiver Report is the 48th report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 50 requests that seek to waive mandates of School Code. These requests address:

- Non-resident tuition (21 requests);
- Physical education (7 requests);
- Limitation of administrative costs (16 requests);
- Driver education (3 fees and 0 use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways;
- Publication of a school district's annual statement of affairs (3 requests).

The State Superintendent approved one request that modifies State Board rules pertaining to driver education and denied one request that modifies the Accelerated Placement Policy of the School Code since the Fall 2019 Waiver Report. (Note: Unlike requests for waivers of School
Code provisions, which must go to the General Assembly, requests for modifications of the School Code and waivers of State Board rules may be granted by the State Superintendent.)

**Analysis and Policy Implications**

The enclosed waiver report details each of the waiver requests submitted by eligible applicants.

Pursuant to Public Act 100-0465:

The report shall be reviewed by a panel of 4 members consisting of:

1. the Speaker of the House of Representatives;
2. the Minority Leader of the House of Representatives;
3. the President of the Senate; and
4. the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If 3 or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If less than 3 panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the state Board, it shall submit the waiver request to the General Assembly for consideration.

**Superintendent’s Recommendation**

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

The State Board of Education hereby forwards the 50 waiver requests summarized in the Spring Year Waiver Report to the General Assembly without comment.

**Next Steps**

Staff will submit the Spring 2019 Waiver Report as presented to the General Assembly before March 1, 2019.
Executive Summary

The following report outlines waivers of School Code mandates that school districts, Regional Offices of Education, or special education or area vocational centers have requested since the last report, which was transmitted in September 2018. Pursuant to Section 2-3.25g of the School Code, these requests must be sent to the General Assembly before March 1, 2019.

Section I summarizes the 50 requests received for waivers of School Code mandates pursuant to Section 2-3.25g for consideration by the General Assembly. They are presented alphabetically by topic area. The largest number of applications received — 21 requests — seeks waivers from the requirements for non-resident tuition. The next set of applications received – 16 requests – are related to administrative cost cap limitations. Seven requests are related to physical education. Three requests are related to waiving the costs of driver’s education. Three requests are related to the publication of a school district’s annual statement of affairs.

This document contains an additional section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with a list of the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code. The database also includes a list of the requests that have been returned to or withdrawn by the petitioning entities. Finally, the database includes the 50 waiver requests for the General Assembly’s consideration and is organized by Senate and House districts.

Complete copies of the waiver requests for the General Assembly’s consideration have been made available to legislative staff.

This report is the 48th report submitted pursuant to Section 2-3.25g of the School Code, which requires that State Board of Education staff compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.
### Summary of Applications for Waivers and Modifications

**Volume 48 – Spring 2019**

<table>
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<tr>
<th>Topic</th>
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**Petition Summary**

|                | 1 | 1 | 50 | 5 |

**TOTAL NUMBER OF APPLICATIONS: 57**
SECTION I
Applications Transmitted to the General Assembly

Non-resident Tuition

Blue Ridge CUSD 18 – DeWitt (SD 51/HD 101) / Expiration: 2023-24 school year
WM100-6651 – Waiver of School Code (Section 10-20.12a) request to enable the district to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of full-time employees who live outside district boundaries.

Brussels CUSD 42 – Calhoun (SD 50/HD 100) / Expiration: 2023-24 school year
WM100-6563 – Waiver of School Code (Section 10-20.12a) request to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of full- and part-time employees who live outside district boundaries.

Dalzell GS 98 – Bureau (SD 38/HD 76) / Expiration: 2023-24 school year
WM100-6567 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to charge a tuition fee less than 100% of the per capita tuition charge for non-resident children in the immediate family of staff members, children of Dalzell Grade School graduates, children who reside in subdivisions that are contiguous to Dalzell School District boundaries, and any child who was legally enrolled and moved outside of the district.

Gallatin Co. CUSD 7 – Gallatin (SD 38/HD 76) / Expiration: 2023-34 school year
WM100-6573 – Waiver of School Code (Section 10-20.12a) request to charge 0% of the per capita tuition charge for pupils of full-time employees who live outside district boundaries.

Geff CCSD 14 – Wayne (SD 55/HD 109) / Expiration: 2023-24 school year
WM100-6604 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools for less than 100% of the per capita tuition charge.

Geneseo CUSD 228 – Henry (SD 37/HD 74) / Expiration: 2023-24 school year
WM100-6574 – Waiver of School Code (Section 10-20.12a) request to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of employees who live outside of the school district.

 Irvington Grade CSD 11 – Washington (SD 54/HD 108) / Expiration: 2023-24 school year
WM100-6580 – Waiver of School Code (Section 10-20.12a) request to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of employees who live outside the district’s boundaries.

LaHarpe 347 – Hancock (SD47 /HD 94) / Expiration: 2023-24 school year
WM100-6583 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident children of employees of the district to attend its schools for less than 100% per capita tuition charge. The decision would be at the sole discretion of its Board.

Macomb CUSD 185— McDonough (SD 47/HD 94) / Expiration: 2023-24 school year
WM100-6550 – Waiver of School Code (Section 10-20.12a) request to charge less than
100% of the per capita tuition charge for children of staff members who live outside of
district boundaries.

_Mercer 404 – Mercer (SD37/HD 74) / Expiration: 2023-24 school year WM100-6602 –
Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-
resident students whose parents are employees of the district to attend its schools for less
than 100% of the per capita tuition charge.

_New Hope CCSD 6 – Wayne (SD 51/HD 101) / Expiration: 2023-24 school year
WM100-6586 – Waiver of School Code (Section 10-20.12a) request to allow the children
of full-time employees who do not reside in the district to attend without the requirement
to pay tuition.

_Oakwood CUSD 76– Vermillion (SD 52/HD 104) / Expiration: 2023-24 school year
WM100-6589 – Waiver of School Code (Section 10-20.12a) request to enable the district
to allow non-resident students whose parents are full-time teachers and staff of the district
to attend its schools free of charge.

_Peoria Heights CUSD 329 – Peoria (SD 58/HD 115) / Expiration: 2024-25 school year
WM100-6591 – Waiver of School Code (Section 10-20.12a) request to enable the district
to charge less than 100% (zero dollars) of the per capita tuition charge for non-resident
children of full-time employees.

_Porta 202 – Menard (SD 58/HD 115) / Expiration: 2023-24 school year WM100-6592 –
Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-
resident students of full time faculty and staff to pay less than 100% of the per capita tuition
charge.

_Rankin SD 98– Tazewell (SD 46 /HD 91) / Expiration: 2023-24 school year
WM100-6554 – Waiver of School Code (Section 10-20.12a) request to set the amount
of tuition for non-resident pupils at a rate lower than the per capita tuition charge identified
in the district’s most recent audit.

_Ridgeview #19-McClea (SD 53/HD 105) Expiration: 2023-24 school year
WM100-6558-Waiver of School Code (Section 10-20.12a) request to permit the district
to charge less than 100% of the per capita tuition charge for non-resident children of full-
time teachers, administrators, and support staff.

_Scales Mound 211 – Jo Daviess (SD 45 /HD 89) / Expiration: 2023-24 school year
WM100-6597 – Waiver of School Code (Section 10-20.12a) request to enable the district
to allow non-resident students whose parents are full-time employees of the district
to pay less than 100% (zero dollars) of the capita tuition charge.

_Shiloh CUSD 1-Edgar (SD 51 /HD 102) / Expiration: 2023-24 school year WM100-660–
Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-
resident students whose parents are full-time employees of the district to attend its schools
for less than 100% of the per capita tuition charge.

_Stark County 100 – Stark (SD 37 /HD 73) / Expiration: 2023-24 school year WM100-
6598 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow
non-resident students whose parents are full-time or part-time employees of the district to
attend its schools for free.

Trico CUSD 176 – Jackson (SD 58/HD 115) / Expiration: 2023-24 school year WM100-6557 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students of faculty/staff to attend its schools for less than 100% of the per capita tuition charge.

Westville 2 – Vermillion (SD 52 /HD 104) / Expiration: 2023-24 school year WM100-6599 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

**Limitation of Administrative Costs**

Bluford USD 18 – Jefferson (SD 58/HD 115) / Expiration: 2018-19 school year WM100-6562 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 33%. For the previous four school years, the district employed two interim superintendents. The interim superintendents received salaries, but did not receive retirement or benefits. Starting with FY 2019, the district is employing a full-time superintendent who receives benefits. The costs of the previous year co-interim superintendents was $67,758, while the cost for the current year full-time superintendent is $110,450, resulting in $42,692 additional budgeted expenditures in FY 2019. The change from two interim superintendents to a full-time superintendent caused the district to exceed the statutory allowable 5% increase.

Bunker Hill CUSD 8 – Macoupin (SD 48/HD 95) / Expiration: 2018-19 school year WM100-6564 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 50%. In previous years, including FY 2018, the district employed an interim superintendent who only worked two days a week in the district. The interim superintendent received a salary of $76,500. Starting with FY 2019, the district is employing a full-time superintendent. The full-time superintendent will receive a salary of $112,000, reflective of the full-time status. Moving from an interim to a full-time superintendent resulted in $35,500 additional budgeted expenditures for salary in FY 2019. The full-time superintendent will receive insurance benefits and TRS. The district also provides for professional membership for the superintendent as well as an allotment for professional development. These are additional items that the previous superintendent did not receive, due to the interim status of the position. The additional expenditures budgeted in FY 2019 for the non-salary items are:

- Pension costs (TRS and THIS) = $14,326
- Insurance benefits (health/life/dental) = $6,228
- Professional memberships (IASA and IASBO) = $850
- Professional Development = $6,000

Moving from an interim to a full-time superintendent resulted in $27,404 additional budgeted expenditures for non-salary items in FY 2019. The change from an interim to a full-time superintendent caused the district to exceed the statutory allowable 5% increase.
Carrolton CUSD 1 – Greene (SD 50/HD 100) / Expiration: 2018-19 school year WM100-6566 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 14%. For FY 2019, the district is increasing its Early Childhood programs due to increased Early Childhood Block Grants. Per the grant requirements and under direction of ISBE Early Childhood Division, certain administrative costs for the Early Childhood program are required to be paid out of Function 2330, Special Area Administration Services, a cost function that appears on the Limitation of Administrative Costs Worksheet. The district reported that the administrative costs for the FY 2019 Early Childhood program were:

- Clerical support = $9,066
- Copy machine lease = $2,190
- Internet access = $1,440
- Clerical supplies = $4,028

The total budgeted expenditures for the administrative portion of the district’s Early Childhood program were $16,724. In the prior year, the district spent $2,463 within the administrative costs for this program, resulting in $14,261 in additional budgeted expenditures in FY 2019. The requirement to account for the Early Childhood program administration within Function 2330 caused the district to exceed the statutory allowable 5% increase.

DeLand and Weldon CUSD 57 – Platt and DeWitt (SD 51/HD 101) / Expiration: 2018-2019 school year WM100-6569 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 23%. In FY 2018, the district superintendent was serving as a superintendent for the first year. Due to being a new superintendent, the school board considered this first year a “probationary period” and paid the superintendent a lesser salary. After successfully completing the first year to the school board’s satisfaction, the superintendent’s salary in FY 2019 was raised. Benefits based on a percentage of salary also slightly increased due to the salary increase. The move off of the “probationary period” resulted in $5,762 additional budgeted expenditures in FY 2019. In previous years, costs applicable to the administration of the district’s prekindergarten program were accounted for within cost functions not reported on the Limitation of Administrative Costs Worksheet. Based on recommendations from the district’s auditor, the prekindergarten administration costs were moved to Function 2330, a cost function reported on the Limitation worksheet. The accounting change for the prekindergarten administration resulted in $4,300 in additional budgeted expenditures in FY 2019. The increased superintendent costs due to movement off of a “probationary period” and the accounting change for prekindergarten administration caused the district to exceed the statutory allowable 5% increase.

Donovan CUSD 3 – Iroquois (SD 53/HD 106) / Expiration: 2017-18 school year WM100-6570 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 93%. The district experienced expenditure increases in three cost functions that appear on the Limitation worksheet:

1. Function 2320: Additional benefit expenditures and additional equipment expenditures
2. Function 2490: Student Services Coordinator costs moved onto Limitation worksheet and new Assistant Unit Secretary position.
3. Function 2570: Entry error on Budget Form.
The above itemized increases of $71,500 caused the district to exceed the statutory allowable 5% increase.

General George Patton SD 133 – Cook (SD 14/HD 28) / Expiration: 2018-19 school year WM100-6573 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 77%. The district experienced expenditure increases in three cost functions:
4. Function 2320: Portion of Superintendent costs moved from Tort and new Assistant Superintendent position.
5. Function 2330: New Director of Student Services position and new stipend for Pre-K coordination.
6. Function 2510: Portion of Business Manager costs moved from Tort.
The above itemized increases of $276,732 caused the district to exceed the statutory allowable 5% increase.

Harvard CUSD 50 – McHenry (SD 32/HD 63) / Expiration: 2018-19 school year WM100-6576 – Waiver of School Code (Renewal) (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district seeks to retain the following newly hired administrators for the 2018-19 school year: Assistant Superintendent, High School Special Education Chair, Junior High Dean, .5 FTE Elementary School Assistant Principal, and a .5FTE District Behavioral Specialist. The retention of the positions collectively caused the district to exceed the statutory allowable 5% increase.

Hiawatha CUSD 426 – DeKalb (SD 35/HD 70) / Expiration: 2018-19 school year WM100-6578 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 54%. During FY 2018, the district employed a retired superintendent as a part-time superintendent. This part-time superintendent received a salary of $70,000 but did not have medical insurance or TRS. Starting with FY 2019, the district is employing a full-time superintendent. The full-time superintendent will receive a salary reflective of the full-time status, as well as TRS and medical insurance, for a total budgeted cost of $165,175. Moving from a part-time to a full-time superintendent resulted in $95,175 additional budgeted expenditures in FY 2019. Starting with FY 2019, the district is also employing a half-time dean, a new position in the district. The total budgeted costs for the half-time dean, including salary, benefits, purchased services, and supplies, are $36,866. The change from a part-time to a full-time superintendent and the addition of a half-time dean caused the district to exceed the statutory allowable 5% increase.

Jacksonville SD 117 – Morgan and Greene (SD 50/HD 100) / Expiration: 2018-19 school year WM100-6582 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The increase in administrative costs is the result of the reclassification of an administration position in the district office.
Medinah ESD 11 – Du Page (SD 23/HD 45) / Expiration: 2018-19 school year
WM100-6560 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 27%. In prior years, the district did not employ a business manager, and all district finance staff were paid through Function 2520, Fiscal Services, an account function not reported on the Limitation of Administrative Costs Worksheet. Starting with FY 2019, the district is employing a business manager as the district's fiscal administrator. To comply with the ISBE Accounting Rules, the costs for a school district business manager must be accounted for within Function 2510, Direction of Business Support Services, an account function reported on the Limitation worksheet. The change to a business manager for fiscal administration and the requirement to account for these costs within account functions reported on the Limitation worksheet caused the district to exceed the statutory 5% allowable increase.

Norridge 80 – Cook (SD 10/HD 20) / Expiration: 2018-19 school year WM100-6587 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 62%. In previous years, the district belonged to the Leyden Area Special Education Cooperative (LASEC) and paid the cooperative for special education administrative services. In order to improve services to the district’s special education students, the district withdrew from LASEC effective July 1, 2018. Districts that are not a part of a special education cooperative are required to employ their own full-time special education director. Starting with FY 2019, the district is employing a Special Education Director for a total cost of $165,577, which includes salary, benefits, and other costs for the position. The district reported that when compared to what it was paying to LASEC for administrative costs, it is experiencing an overall reduction in special education administrative costs. These savings do not appear on the Limitation of Administrative Costs worksheet because the payments to LASEC would have been made through cost functions not reported on the Limitation worksheet. The district reported that the savings are being used to fund direct services to special education students. The district also reported an increase in its printing and copier budgeted costs in FY 2019. The district reported budgeting the same amount for printing and copying in both FY 2018 and FY 2019, but spending less than budgeted in FY 2018. Due to the lower spending in the prior year, keeping the same budgetary authority for both years resulted in $19,958 additional budgeted expenditures in FY 2019. The district reported that the lower spending in FY 2018 was to meet expectations under its Deficit Reduction Plan. The addition of an in-district Special Education Director and additional budgeted for printing and copying over what was spent in the prior year caused the district to exceed the statutory 5% allowable increase.

Oregon CUSD 220 – Ogle (SD 45/HD 90) / Expiration: 2018-19 school year WM100-6556 – Waiver of School Code (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 7%. The district experienced an overall increase in health insurance premiums for all district employees with board-paid insurance. The district also reported an increase in the assistant superintendent travel budgeted costs in FY 2019. The district spent a small portion of the budgeted travel amount in FY 2018 but accounted for it in a cost function not reported on the Limitation worksheet. The district needs to budget for full travel costs
again in FY 2019 due to the assistant superintendent’s intended attendance at a national technology conference during the year. One of the assistant superintendent’s duties is to use the district’s student information system to create queries to track student performance. The additional travel resulted in $2,000 additional budgeted expenditures in FY 2019. The additional health insurance premiums and additional travel caused the district to exceed the statutory allowable 5% increase.

_Rantoul CSD 137 – Champaign (SD 52/HD 104)_ / _Expiration: 2018-19 school year_  
_WM100-6603 – Waiver of School Code_ (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 63%. The district experienced expenditure increases within Function 2330, Special Area Administration Services:  
1. Special Education Director and Special Education Secretary accounting change  
2. New Special Education Assistant Director and new Preschool for All Secretary positions  
3. Purchased Services, Supplies, and Other for above  
The above itemized increases of $367,158 caused the district to exceed the statutory allowable 5% increase.

_River Forest Public 90 – Cook (SD 4/HD 7) / Expiration: 2018-19 school year_  
_WM100-6593 – Waiver of School Code_ (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The installation of security cameras as well as the increased cost of premiums for the Collective Liability Insurance Cooperative caused the district’s budgeted administrative costs for FY 2019 to exceed those for FY 2018 by more than the 5% limitation.

_St. George 258 – Kankakee (SD 40/HD 34) / Expiration: 2018-19 school year_  
_WM100-6596 – Waiver of School Code_ (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The inclusion of a disability insurance coverage benefit on the Superintendent’s contract and the district hiring a full-time administrative assistant for the Superintendent caused the district's budgeted administrative costs for FY 2019 to exceed those for FY 2018 by more than the 5% limitation.

_Wood River-Hartford – Madison (SD 56/HD 111) / Expiration: 2018-19 school year_  
_WM100-6600 – Waiver of School Code_ (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district’s FY 2019 budgeted administrative costs exceed the FY 2018 actual administrative costs by 15%. During FY 2018, the district’s Special Education Coordinator was employed for 75 days. For FY 2019, the district increased the employment to 100 days. The additional 25 days were needed due to increased special education case load and resulted in $9,784 additional budgeted expenditures in FY 2019. Starting in FY 2019, the district first offered board-paid health insurance to the Secretary to the Superintendent. This benefit was already provided to others within the district’s administrative team, which includes administrators and support staff, and was extended to make benefits equitable to all those within the administrative team. The benefit resulted in $14,642 additional budgeted expenditures in FY 2019. The additional work days for the Special Education Coordinator and the board paid insurance for the Secretary to the Superintendent caused the district to exceed the statutory allowable 5% increase.
**Physical Education**

*Canton Union SD 66* – Fulton (SD 46/HD 91) / **Expiration:** 2023-24 school year  
WM100-6565 (renewal) – **Waiver of School Code** (Section 27-6) request to allow the district to waive the 3-day physical education requirement for students in grades 5-12 who are taking accelerated placement classes in reading, English, and math. Request to allow the district to waive the 3-day physical education requirement for students in grades 5-12 who are involved in music for credit classes, band, or chorus. Request to allow the district to waive the 3-day physical education requirement for students grades 7-12 who are in dance or cheerleading. Request to allow the district to waive the 3-day physical education requirement for students in grades 8-12 who are enrolled in advanced placement classes. Request to allow the district to waive the 3-day physical education requirement for students in grades 9-12 who are enrolled in agriculture, industrial technology, and family and consumer science classes. Request to allow the district to waive the 3-day physical education requirement for students in grades 9-12 who are enrolled in driver’s education class. Lastly, request to allow the district to waive the 3-day physical education requirement for students in grades 10-12 who are enrolled in a dual community program with the local community college.

*Downer’s Grove GSD 58* – DuPage (SD 41/HD 81) / **Expiration:** 2023-24 school year  
WM100-6559 – **Waiver of School Code** (Section 27-6) request to allow the district to offer physical education two days per week plus a 30-minute period designated for Teacher-Directed Physical Education.

*Danville CUSD 118* – Vermillion (SD 52/HD 104) / **Expiration:** 2023-24 school year  
WM100-6568 – **Waiver of School Code** (Section 27-6) request to allow the district to waive physical education for students in the grades 9-12 who are participating in competitive show choir.

*Hononegah Community HS* – Winnebago (SD 35/HD 69) / **Expiration:** 2023-24 school year  
WM100-6578 – **Waiver of School Code** (Section 27-6) request to allow the district to waive physical education for students in grades 9-12 who are taking five academic classes.

*Joliet H.S. 104* – Will (SD 43/HD 86) / **Expiration:** 2023-24 school year  
WM100-6548 (renewal) – **Waiver of School Code** (Section 27-6) request to allow the district to excuse students from participation in physical education courses during the semester students are enrolled in driver’s education.

*Lockport THSD 205* – Will (SD 43/HD 85) / **Expiration:** 2023-24 school year  
WM100-6585 (Renewal) – **Waiver of School Code** (Section 27-6) request to allow the district to waive physical education for students participating in driver’s education.

*Proviso THSD 209* – Cook (SD 4/HD 7) / **Expiration:** 2023-24 school year  
WM100-6594 – **Waiver of School Code** (Section 27-6) request to allow the district to waive physical education for students in grades 11-12 who are participating in classes needed to complete an International Baccalaureate diploma or leading to early college credit.

**Driver’s Education**

*Geneva CUSD 304* – Kane (SD 33/HD 65) / **Expiration:** 2023-24 school year  
WM100-6541 – **Waiver of School Code** (Section 27-24.2) request to allow the district to raise the fees for driver’s education to an amount not to exceed $500.
Joliet HS 204–Will (SD 43/HD 86) / Expiration: 2023-24 school year WM100-6549–Waiver of School Code (Renewal) (Section 27-24.2) request to allow the district to raise the fees for driver’s education to $350.

Northfield Township 225 – Cook (SD 17/HD 9) / Expiration: 2023-24 school year WM100-6581–Waiver of School Code (Section 27-24.2) request to allow the district to raise the fees for driver’s education to an amount not to exceed $500.

Olympia CUSD 16 – McLean (SD 44/HD 88) / Expiration: 2023-24 school year WM100-6541–Waiver of School Code (Section 27-24.2) request to allow the district to raise the fees for driver’s education to an amount not to exceed $300.

Statement of Affairs
Calhoun CUSD 40 – Calhoun (SD 50/HD 100) / Expiration: 2023-24 school year WM100-6518–Waiver of School Code (Section 10-17) request to allow the district to publish its annual statement of affairs summary on the district’s website and have copies available at the main office.

Huntley CCSD 158 – McHenry (SD 33/HD 66) / Expiration: 2023-24 school year WM100-6579–Waiver of School Code (Renewal) (Section 10-17) request to allow the district to publish its annual statement of affairs summary on the district’s website and maintain a copy at each school for public review. Thus saving the district approximately $6,000 a year to go towards instructional purposes.

Northwestern CUSD 2 – Macoupin (SD 50/HD 100) / Expiration: 2023-24 school year WM100-6579–Waiver of School Code (Section 10-17) request to allow the district to publish its annual statement of affairs summary on the district’s website, and maintain a copy at each school for public review. Thus saving the district approximately $500 a year.
SECTION II

Waiver and Modification Database

Requests received during this waiver cycle are presented numerically by Senate and House district and then alphabetically by school district or eligible applicant. The “action” to be taken or already taken for each request is noted; that is, requests for waivers upon which the General Assembly must act are noted as “GA Action”; modifications already acted upon by the State Superintendent of Education in accordance with Section 1A-4 of the School Code are noted as “Approved/SBE” or “Denied/SBE”; and requests that were returned for one or more of the following reasons: “Returned”, “Ineligible,” “NWN” (no waiver needed),” or “Withdrawn.”

<table>
<thead>
<tr>
<th>Legislative Districts</th>
<th>Number</th>
<th>School District</th>
<th>County</th>
<th>Code Citation¹</th>
<th>Description</th>
<th>Action</th>
<th>Subject</th>
<th>Expiration²</th>
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<tbody>
<tr>
<td>3/5</td>
<td>6553</td>
<td>Chicago 299</td>
<td>Cook</td>
<td>14A-32</td>
<td>Accelerated Placement Policy</td>
<td>Denied/ISBE</td>
<td>Accelerated Placement Policy</td>
<td>2020</td>
</tr>
<tr>
<td>4/7</td>
<td>6594</td>
<td>Proviso THSD 209</td>
<td>Cook</td>
<td>27-6</td>
<td>Physical Education- Waiver for physical education for students in the 11th-12th grades who are participating in classes needed to complete an International Baccalaureate diploma or leading to early college credit.</td>
<td>GA Action</td>
<td>PE</td>
<td>2024</td>
</tr>
<tr>
<td>4/7</td>
<td>6593</td>
<td>River Forest Public 90</td>
<td>Cook</td>
<td>17-1.5</td>
<td>Admin Cap: Request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The installation of security cameras as well as the increased cost of premiums for the Collective Liability Insurance Cooperative caused the district’s budgeted administrative costs for FY 2019 to exceed those for FY 2018 by more than the 5% limitation.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>10/20</td>
<td>6587</td>
<td>Norridge 80</td>
<td>Kane</td>
<td>17-1.5</td>
<td>Admin Cap: The addition of an in-district Special Education Director and additional budgeted for printing and copying over what was spent in the prior year caused the district to exceed the statutory 5% allowable increase.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>14/28</td>
<td>6573</td>
<td>General George Patton SD 133</td>
<td>Cook</td>
<td>17-1.5</td>
<td>Admin cap: The district experienced expenditure increases in three cost functions: Function 2320: Portion of Superintendent costs moved from Tort and new Assistant Superintendent position; Function 2330: New Director of Student Services position and new stipend for Pre-K coordination; Function 2510:</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Legislative Districts</th>
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<th>Code Citation1</th>
<th>Description</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>17/9</td>
<td>6581</td>
<td>Northfield Township 225</td>
<td>Cook</td>
<td>27.24.2</td>
<td>Portion of Business Manager costs moved from Tort pushed the administrative costs over the 5% cap.</td>
<td>GA Action</td>
<td>Drivers Ed</td>
<td>2024</td>
</tr>
<tr>
<td>23/45</td>
<td>6560</td>
<td>Medinah ESD 11</td>
<td>Du Page</td>
<td>17-1.5</td>
<td>Driver’s Education: Waiver for driver's education fees not to exceed $500.</td>
<td>GA Action</td>
<td>Drivers Ed</td>
<td>2024</td>
</tr>
<tr>
<td>32/63</td>
<td>6576</td>
<td>Harvard CUSD 50</td>
<td>McHenry</td>
<td>17-1.5</td>
<td>Admin Cap: The addition of a business manager will push the administrative costs over the 5% cap.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2024</td>
</tr>
<tr>
<td>33/65</td>
<td>6575</td>
<td>Geneva CUSD 304</td>
<td>Kane</td>
<td>27-24.2</td>
<td>Driver's Ed: Waiver for driver’s education fees not to exceed $500.</td>
<td>GA Action</td>
<td>Driver’s Ed</td>
<td>2024</td>
</tr>
<tr>
<td>33/66</td>
<td>6579</td>
<td>Huntley CCSD 158</td>
<td>McHenry</td>
<td>10-17</td>
<td>Statement of Affairs: Request to publish Statement of Affairs on its website and have copies available at the district office.</td>
<td>GA Action</td>
<td>Statement of Affairs</td>
<td>2024</td>
</tr>
<tr>
<td>35/69</td>
<td>6578</td>
<td>Hononegah Community HS</td>
<td>Winnebago</td>
<td>27-6</td>
<td>Physical Education: Waiver of physical education for students in grades 10-12 who are taking five academic classes.</td>
<td>GA Action</td>
<td>PE</td>
<td>2024</td>
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<tr>
<td>35/70</td>
<td>6577</td>
<td>Hiawatha CUSD 426</td>
<td>DeKalb</td>
<td>17-1.5</td>
<td>Admin Cap: Employment of a full-time superintendent will increase the district's administrative costs over 5%.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2024</td>
</tr>
<tr>
<td>37/73</td>
<td>6598</td>
<td>Stark Co. 100</td>
<td>Stark</td>
<td>10-20.12a</td>
<td>Tuition: Waiver for non-resident students of full-time or part-time employees less than 100% of the per capita tuition.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>37/74</td>
<td>6574</td>
<td>Geneseo CUSD 228</td>
<td>Henry</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of employees who live outside of the school district.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
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<tr>
<td>37/74</td>
<td>6602</td>
<td>Mercer 404</td>
<td>Mercer</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools for less than 100% of the per capita tuition charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
</tbody>
</table>

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<tr>
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<th>School District</th>
<th>County</th>
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<th>Action</th>
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<th>Expiration(^2)</th>
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<tbody>
<tr>
<td>38/76</td>
<td>6567</td>
<td>Dalzell GS 98</td>
<td>Bureau</td>
<td>10-20.12a</td>
<td>Tuition: Waiver to enable the district to charge a tuition fee less than 100% of the per capita tuition charge for non-resident children in the immediate family of staff members, children of Dalzell Grade School graduates, children who reside in subdivisions that are contiguous to Dalzell School district boundaries, and any child who was legally enrolled and moved outside of the district.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>38/76</td>
<td>6572</td>
<td>Gallatin Co. CUSD 7</td>
<td>Gallatin</td>
<td>10-20.12a</td>
<td>Tuition: Waiver to charge 0% of the per capita tuition charge for pupils of full time employees who live outside district boundaries.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>40/34</td>
<td>6596</td>
<td>St. George 258</td>
<td>Kankakee</td>
<td>17-1.5</td>
<td>Admin Cap: Request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The inclusion of a disability insurance coverage benefit on the Superintendent's contract and the district hiring a full-time administrative assistant for the Superintendent caused the district's budgeted administrative costs for FY 2019 to exceed those for FY 2018 by more than the 5% limitation.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>40/34</td>
<td>6559</td>
<td>Downer’s Grove Grade School District 58</td>
<td>DuPage</td>
<td>27-6</td>
<td>Physical Education: 1st and 2nd grade receive PE instruction 2 days a week plus 30-minute period designated for Teacher-Directed Physical Education.</td>
<td>GA Action</td>
<td>PE</td>
<td>2024</td>
</tr>
<tr>
<td>43/85</td>
<td>6585</td>
<td>Lockport THSD 205</td>
<td>Will</td>
<td>27-6</td>
<td>Physical Education: Waive physical education for students participating in driver's education.</td>
<td>GA Action</td>
<td>PE</td>
<td>2024</td>
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<tr>
<td>43/86</td>
<td>6548</td>
<td>Joliet HS 204</td>
<td>Will</td>
<td>27-6</td>
<td>Physical Education: Waive physical education for students participating in driver's education.</td>
<td>GA Action</td>
<td>PE</td>
<td>2024</td>
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<tr>
<td>43/86</td>
<td>6549</td>
<td>Joliet HS 204</td>
<td>Will</td>
<td>27-24.2</td>
<td>Driver's Ed: Waiver for driver's education fees not to exceed $350.</td>
<td>GA Action</td>
<td>Drivers Ed</td>
<td>2024</td>
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<tr>
<td>44/88</td>
<td>6591</td>
<td>Olympia CUSD 16</td>
<td>McLean</td>
<td>27-24.2</td>
<td>Driver's Ed: Waiver for driver's education fees not to exceed $300.</td>
<td>GA Action</td>
<td>Drivers Ed</td>
<td>2024</td>
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<tr>
<td>45/89</td>
<td>6597</td>
<td>Scales Mound 211</td>
<td>Jo Daviess</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident students whose parents are full-time employees of the district to pay less than 100% (zero dollars) of the capita tuition charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>45/90</td>
<td>6556</td>
<td>Oregon CUSD 220</td>
<td>Ogle</td>
<td>17-1.5</td>
<td>Admin cap: The district experienced an overall increase in health insurance premiums for all district employees with board-paid insurance. This resulted in additional</td>
<td>GA Action</td>
<td>Admin cap</td>
<td>2019</td>
</tr>
</tbody>
</table>

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<th>Description</th>
<th>Action</th>
<th>Subject</th>
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<tr>
<td>45/90</td>
<td>6595</td>
<td>Rochelle Twp 212</td>
<td>Ogle</td>
<td>17-1.5</td>
<td>budgeted expenditures of $1,027 for the superintendent’s health insurance and $909 for the assistant superintendent’s health insurance, for a total of $1,936 additional budgeted expenditures in FY 2019. The district also reported an increase in the assistant superintendent travel budgeted costs in FY 2019 to go above the 5% cap.</td>
<td>NWN</td>
<td>Admin-cap</td>
<td>2019</td>
</tr>
<tr>
<td>46/91</td>
<td>6565</td>
<td>Canton Union SD 66</td>
<td>Fulton</td>
<td>27-6</td>
<td>Physical Education: Waive the 3-day physical education requirement for students in grades 5-12 who are taking accelerated placement classes in reading, English, and math; for students in grades 5-12 who are involved in music for credit classes, band, or chorus; for students in grades 7-12 who are in dance or cheerleading; for students in grades 8-12 who are enrolled in advanced placement classes; for students in grades 9-12 who are enrolled in agriculture, industrial technology, and family and consumer science classes; for students in grades 9-12 who are enrolled in driver’s education class; for students in grades 10-12 who are enrolled in a dual community program with the local community college.</td>
<td>GA Action</td>
<td>PE</td>
<td>2024</td>
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<tr>
<td>46/91</td>
<td>6507</td>
<td>Rankin SD 98</td>
<td>Tazewell</td>
<td>10-20.12a</td>
<td>Tuition: Waiver to set the amount of tuition for non-resident pupils at a rate lower than the per capita tuition charge identified in the district’s most recent audit.</td>
<td>GA Action</td>
<td>Admin-cap</td>
<td>2024</td>
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<tr>
<td>47/94</td>
<td>6583</td>
<td>LaHarpe 347</td>
<td>Hancock</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident children of employees of the district to attend its schools for less than 100% per capita tuition charge. The decision would be at the sole discretion of its Board.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
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<tr>
<td>47/94</td>
<td>6584</td>
<td>LaHarpe 347</td>
<td>Hancock</td>
<td>18.8.05(f)(2)(d)(2)</td>
<td>Renewal- School improvement days: Allow four full days without the three hours of pupil attendance of the requirement to accumulate the minutes in between school improvement days as eight days with three-hour attendance and balance in-service. The total number of minutes accumulated beyond the five clock</td>
<td>NWN</td>
<td>School In-service</td>
<td>2024</td>
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</table>

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<td>47/94</td>
<td>6550</td>
<td>Macomb CUSD 185</td>
<td>McDonough</td>
<td>10-20.12a</td>
<td>Tuition: Charge less than 100% of the per capita tuition charge for children of staff members who live outside of district boundaries.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>47/94</td>
<td>6551</td>
<td>Macomb CUSD 185</td>
<td>McDonough</td>
<td>27-24.2</td>
<td>Driver’s Education: Driver’s education fees to cover personnel costs.</td>
<td>ISBE approved</td>
<td>Driver’s Ed</td>
<td>2024</td>
</tr>
<tr>
<td>48/95</td>
<td>6555</td>
<td>Bunker Hill CUSD 8</td>
<td>Macoupin</td>
<td>17-1.5</td>
<td>Admin cap: Employing an interim superintendent last year and the salary will increase this year putting their administrative costs over 5%.</td>
<td>Returned ineligible</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>48/95</td>
<td>6564</td>
<td>Bunker-Hill CUSD 8</td>
<td>Macoupin</td>
<td>17-1.5</td>
<td>Admin cap: Moving from an interim to a full-time superintendent resulted in $35,500 additional budgeted expenditures for salary in FY 2019. The full-time superintendent will receive insurance benefits and TRS put the administrative cost over 5%.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
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<tr>
<td>50/100</td>
<td>6563</td>
<td>Brussels CUSD 42</td>
<td>Calhoun</td>
<td>10-20.12a</td>
<td>Tuition: Waiver to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of full- and part-time employees who live outside of district boundaries.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
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<tr>
<td>50/100</td>
<td>6552</td>
<td>Calhoun CUSD 40</td>
<td>Calhoun</td>
<td>10-17</td>
<td>Annual Statement of Affairs: Save money for the school by instead of publishing Annual Statement of Affairs in a paper, put it on its website and have it available in schools.</td>
<td>GA Action</td>
<td>Statement of Affairs</td>
<td>2024</td>
</tr>
<tr>
<td>50/100</td>
<td>6566</td>
<td>Carrolton CUSD 1</td>
<td>Greene</td>
<td>17-1.5</td>
<td>Admin cap: For FY 2019, the district is increasing its Early Childhood programs due to increased Early Childhood Block Grants. Per the grant requirements and under direction of ISBE Early Childhood Division, certain administrative costs for the Early Childhood program are required to be paid out such as clerical support, copy machine lease, internet access, and clerical supplies putting their administrative costs over 5%.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>50/100</td>
<td>6582</td>
<td>Jacksonville SD 117</td>
<td>Morgan and Greene</td>
<td>17-1.5</td>
<td>Admin cap: Request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The increase in administrative costs is the result of the reclassification of an administration position in the district office.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
</tbody>
</table>

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<th>County</th>
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<th>Subject</th>
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</tr>
</thead>
<tbody>
<tr>
<td>50/100</td>
<td>6588</td>
<td>Northwestern CUSD 2</td>
<td>Macoupin</td>
<td>10-17</td>
<td>Annual Statement of Affairs: Save money for the school by instead of publishing Annual Statement of Affairs in a paper, put it on its website and have it available in schools.</td>
<td>GA Action</td>
<td>Statement of Affairs</td>
<td>2024</td>
</tr>
<tr>
<td>51/101</td>
<td>6561</td>
<td>Blue Ridge CUSD 18</td>
<td>DeWitt</td>
<td>10-20.12a</td>
<td>Tuition: Waiver to enable the district to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of full-time employees who live outside district boundaries.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>51/101</td>
<td>6569</td>
<td>DeLand and Weldon CUSD 57</td>
<td>Platt and Dewitt</td>
<td>17-1.5</td>
<td>Admin cap: Increase in the superintendent’s salary in FY 2019 caused administrative costs to exceed 5%.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>51/101</td>
<td>6586</td>
<td>New Hope CCSD 6</td>
<td>Wayne</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to allow the children of full-time employees who do not reside in the district to attend without the requirement to pay tuition.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>51/102</td>
<td>6601</td>
<td>Shiloh CUSD 1</td>
<td>Edgar</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to allow non-resident students whose parents are full-time employees of the district to attend its schools for less than 100% of the per capita tuition charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>52.104</td>
<td>6568</td>
<td>Danville CUSD 118</td>
<td>Vermillion</td>
<td>27-6</td>
<td>P.E.: Waiver request to allow the district to waive physical education for students in grades 9-12 who are participating in competitive show choir.</td>
<td>GA Action</td>
<td>P.E.</td>
<td>2023</td>
</tr>
<tr>
<td>52/104</td>
<td>6589</td>
<td>Oakwood CUSD 76</td>
<td>Vermillion</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident students whose parents are full-time teachers and staff of the district to attend its schools free of charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>52/104</td>
<td>6603</td>
<td>Rantoul CSD 137</td>
<td>Champaign</td>
<td>17-1.5</td>
<td>Admin cap: Hiring of new special education staff and the resulting additional costs caused the administrative costs to exceed 5%.</td>
<td>GA Action</td>
<td>Admin cap</td>
<td>2019</td>
</tr>
<tr>
<td>52/104</td>
<td>6599</td>
<td>Westville 2</td>
<td>Vermillion</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>53/105</td>
<td>6558</td>
<td>Ridgeview</td>
<td>McLean</td>
<td>10-20.12a</td>
<td>Tuition: Permit the district to charge less than 100% of the per capita tuition charge for non-resident children of full-time teachers, administrators, and support staff.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>54/108</td>
<td>6580</td>
<td>Irvington CSD 11</td>
<td>Washington</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to charge less than 100% (zero dollars) of the per capita tuition charge for pupils of employees who live outside the district’s boundaries.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
</tbody>
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<th>Action</th>
<th>Subject</th>
<th>Expiration²</th>
</tr>
</thead>
<tbody>
<tr>
<td>55/109</td>
<td>6604</td>
<td>Geff CCSD 14</td>
<td>Wayne</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools for less than 100% of the per capita tuition charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>56/111</td>
<td>6600</td>
<td>Wood River - Hartford</td>
<td>Madison</td>
<td>17-1.5</td>
<td>Admin cap: The additional work days for the Special Education Coordinator and the board paid insurance for the Secretary to the Superintendent caused the district’s administrative costs to exceed 5%.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>57/114</td>
<td>6571</td>
<td>Freeburg CUSD 70</td>
<td>Niche</td>
<td>17-1.5</td>
<td>Admin cap: In the 4th quartile, does not need a waiver</td>
<td>NWN</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>58/115</td>
<td>6562</td>
<td>Bluford USD 318</td>
<td>Jefferson</td>
<td>17-1.5</td>
<td>Admin cap: The change from two interim superintendents to a full-time superintendent caused the district’s administrative costs to exceed 5%.</td>
<td>GA Action</td>
<td>Admin Cap</td>
<td>2019</td>
</tr>
<tr>
<td>58/115</td>
<td>6591</td>
<td>Peoria Heights CUSD 325</td>
<td>Peoria</td>
<td>10-20.12a</td>
<td>Tuition: Tuition for non-residents of students of full time employees would be less than 100% of the per capita tuition</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>58/115</td>
<td>6592</td>
<td>Porta 202</td>
<td>Menard</td>
<td>10-20.12a</td>
<td>Tuition: Tuition for non-residents of students of full time faculty and staff would be less than 100% of the per capita tuition</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
<tr>
<td>58/115</td>
<td>6557</td>
<td>Trico CUSD 176</td>
<td>Jackson</td>
<td>10-20.12a</td>
<td>Tuition: Waiver request to enable the district to allow non-resident students of faculty/staff to attend its schools for less than 100% of the per capita tuition charge.</td>
<td>GA Action</td>
<td>Tuition</td>
<td>2024</td>
</tr>
</tbody>
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TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
Ralph Grimm, Acting Chief Education Officer

Agenda Topic: Fine Arts Indicator

Materials: Fine art workgroup rejoinder letter

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item
The Center for Teaching and Learning requests the State Board approve the fine arts indicator as a student success/school quality indicator for inclusion in Illinois’ accountability system.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts
Including the fine arts indicator as part of the Every Student Succeeds Act (ESSA) accountability system supports the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein…

- All kindergartners are assessed for readiness
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information
The accountability system in ESSA consists of two parts, academic indicators and one or more school quality/student success indicators. The former are identified in ESSA statute.1 The latter, developed in consultation with stakeholders, must meet the following criteria:

1. The indicator(s) allows for meaningful differentiation in school performance;
2. The indicator(s) must be valid and reliable;
3. The same indicator(s) must be used within each grade span;
4. The indicator(s) must be comparable and applicable statewide; and

1 The academic indicators identified in statute include attainment in English language arts and math, English Learner Proficiency, Growth (in third through eighth grades), and high school graduation rates.
5. The indicator(s) must be measured and reported annually for all students and disaggregated by subgroup;

Illinois identified the following school quality/student success indicators for inclusion in the accountability system: chronic absenteeism, climate survey, fine arts, ninth grade on track (grades 9-12 only), P-2 (P-8 only), 3-8 (P-8 only).

Illinois indicated in its ESSA State Plan that the fine arts indicator required additional work and that ISBE would receive recommendations from stakeholder groups for each indicator no later than December 31, 2018. The fine arts workgroup, consisting of teachers, administrators, and other education advocates, met from January through December 2018.

The report submitted to ISBE on December 20, 2018, included contextual information, the recommendation, and letters from Illinois Education Association (IEA) and Illinois Federation of Teachers (IFT), respectively. Next, the indicator was shared with the Illinois Balanced Accountability Measure Committee (IBAMC) on January 7, 2019, so it could weigh in on the recommendation. The fine arts workgroup report, including the recommendation and IBAMC rejoinder, was shared with the Board at its January 16, 2019, meeting. The recommendation was released for public comment at the conclusion of the Board meeting. The public comment period concluded on February 6, 2019.

**Fine Arts Indicator**

The P-2 indicator will receive 5 percent of the weight in the accountability system beginning in the 2020-21 school year.\(^2\) The Fine Arts Indicator Work Group’s final recommendation includes three distinct, but interrelated, submeasures to be phased in over time:

<table>
<thead>
<tr>
<th>Submeasures</th>
<th>Weight 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Participation</td>
<td>5 points (SY 20-21)</td>
</tr>
<tr>
<td></td>
<td>3 points (SY 21-22 and beyond)</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>0 points (SY 20-21)</td>
</tr>
<tr>
<td></td>
<td>2 points (SY 21-22 and beyond)</td>
</tr>
<tr>
<td>Student Voice(^3)</td>
<td>0% (beginning in SY 22-23 and only as a placeholder)</td>
</tr>
</tbody>
</table>

Additionally:

- **Student participation submeasure** – The student participation submeasure is calculated as the total number of students enrolled in one or more arts courses at a school divided by the total number of students at the school.
  - SY 2020-21:

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\(^2\) “The work group recommends that the fine arts indicator receive an overall weight of 5 percent, equal to each of the other school quality/student success indicators. The weight reflects the indicator’s equal importance but guarantees that it does not take precedence over any other school quality/student success indicator.” (Illinois Arts Indicator Recommendation Report, Pg. 9)

\(^3\) The student voice submeasure with weighted at zero percent to reflect the need to address the challenges of a student survey.
• **Elementary Schools**\(^4\) whose student participation in the arts is at or above 90 percent will receive the full 5 points.

• **Elementary Schools** whose student participation in the arts is between 50 percent and 89.9 percent will receive 2.5 points.

• **Elementary Schools** whose student participation in the arts is below 49.9 percent will receive zero points.

• **High Schools**\(^5\) whose student participation in the arts is at or above 50 percent will receive the full 5 points.

• **High Schools** whose student participation in the arts is between 25 percent and 49.9 percent will receive 2.5 points.

• **Elementary Schools** whose student participation in the arts is below 49.9 percent will receive zero points.

- SY 2021-22 and beyond (when the quality submeasure begins and is weighted at 2 percent and the participation weight is reduced to 3 percent from 5 percent):

  • **Elementary Schools** whose student participation in the arts is at or above 90 percent will receive the full 3 points.

  • **Elementary Schools** whose student participation in the arts is between 50 percent and 89.9 percent will receive 1.5 points.

  • **Elementary Schools** whose student participation in the arts is below 49.9 percent will receive zero points.

  • **High Schools** whose student participation in the arts is at or above 50 percent will receive the full 3 points.

  • **High Schools** whose student participation in the arts is between 25 percent and 49.9 percent will receive 1.5 points.

  • **High Schools** whose student participation in the arts is below 49.9 percent will receive zero points.

• Schools whose district is under 60 percent adequacy (resource threshold) would be held harmless through SY 2021-22. Those schools in districts with an adequacy rate below 60 percent would, however, receive points if it would increase their summative score.\(^6\)

• **Teacher Qualification submeasure**: The teacher quality submeasure will be calculated as a school’s total number of students enrolled in one or more arts courses taught by an arts-endorsed teacher divided by the school’s total number of students enrolled in one or more arts courses. The teacher quality submeasure will be weighted at 2 percent.

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\(^4\) It is assumed that “Elementary School” refers to a school with a P-8 grade band.

\(^5\) It is assumed that “High School” refers to a school with a 9-12 grade band.

\(^6\) As provided in the Illinois Arts Indicator Recommendation Report:

- The [student participation] indicator will apply for schools in higher-funded districts …starting in SY 2020-21.
- The indicator will not apply for any given school in a lower-funded district until SY 2022-23, unless applying the indicator to that school will increase the school’s summative score.
- ISBE will calculate the summative score for every school in a lower-funded district with and without application of the arts indicator. ISBE will then automatically apply the arts indicator calculation that results in the higher summative score for each school. (pp. 10-11)
SY 2020-21 – No weight
SY 2021-22 and beyond (when the quality submeasure begins and is weighted at 2 percent and the student participation weight is reduced to 3 percent from 5 percent):

- **Elementary Schools and High Schools** in which 80 percent or greater of the teachers of record teaching arts courses hold a specific arts endorsement on a professional educator license will receive 2 points.
- **Elementary Schools and High Schools** in which 50 percent to 79.9 percent of the teachers of record teaching arts courses hold a specific arts endorsement on a professional educator license will receive 1 point.
- **Elementary Schools and High Schools** in which 49.9 percent or fewer of the teachers of record teaching arts courses hold a specific arts endorsement on a professional educator license will receive zero points.

- **Student Voice submeasure**: The student voice submeasure will be weighted at zero percent to reflect the need to address the challenges of a student survey.

**Public Comment**
ISBE received more than 900 comments. There was strong support for the inclusion of an arts indicator in the accountability system, although some commenters suggested:

- Reconsideration of the recommended adequacy level in respect to when schools are held harmless;
- The weight of the indicator within the accountability system when many districts are under 90 percent adequacy;
- A review of the potential impact the recommended target levels will have on high school accountability, in particular;
- The inclusion of extracurricular arts activities and course offerings as part of the indicator;
- A more expansive consideration of what constitutes a well-rounded education, of which the arts are a part; and
- Revisiting the relative weighting of the academic and student success/school quality indicators in the accountability system as a whole.

Additional letters, submitted as part of the work group recommendation, were received from IBAMC, IEA, IFT, and the Chicago Teachers Union (CTU).

**IBMAC**
The rejoinder letter composed by IBAMC recognizes and celebrates the good work completed by the work group in the development of the recommendation. So too, IBAMC “…remains committed to the inclusion of the Arts within the state plan as one piece of a well-rounded educational experience for children.”

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7 A commenter stated that in high schools with multiple career pathways or multiple elective opportunities, a school would be penalized if, in a given year, less than 50 percent of its students were not enrolled in a fine arts class. A target established in this way does not take into consideration that a high school student may have multiple elective opportunities outside of the fine arts that are equally important to a well-rounded education.
IBAMC appreciated that the work group attempted to ensure that no district -- especially those funded below 60 percent adequacy would be penalized -- but it shared concerns regarding the participation submeasure. More specifically, IBAMC believes the participation threshold is too high and should be adjusted downward, that a sliding scale should be used to capture greater nuance of participation within Illinois schools, and that the minimum funding adequacy for the purposes applying the indicator to schools should be 90 percent.

In regard to the submeasure of quality, the work group recommendation includes that only those teachers endorsed in one of the fine arts (i.e., music, visual arts, media arts, theater, or dance) are used for the calculation of this submeasure. IBAMC suggests that ISBE use any qualified Illinois teacher in the calculation of the submeasure.\(^8\)

Finally, IBAMC recommends additional study in the inclusion of the student voice submeasure in the fine arts Indicator.

IEA
IEA states in its letter, submitted as an appendix to the work group report, that it does not support the inclusion of a weighted fine arts indicator until all Illinois schools are funded at a minimum of 90 percent as this will lead to an inequitable and punitive state accountability. Until such a time this occurs, IEA recommends that the indicator is weighted at zero as well as using the time until this occurs to examine the potential impact of the indicator on school summative designations.

IFT and CTU
A letter from IFT and CTU was submitted as an appendix to the work group report. IFT and CTU shared the overall concern that with inadequate school funding, accountability determinations distort representations of school quality. Moreover, if an indicator should be included, it should receive a weight of zero until such a time that all schools are funded adequately.

IFT and CTU recommend the development of an all-inclusive indicator that captures the educational opportunities necessary for a well-rounded education. Further, IFT and CTU believe that the structure of the Fine Arts indicator, one that looks at participation and quality and adequacy, could be applied to all other measures of a well-rounded curriculum.

IFT and CTU commend the work group for constructing an indicator that utilizes an adequacy threshold as a means to address inequity. However, IFT and CTU also emphasize that a more equitable approach is to fully fund schools prior to holding them accountable for providing educational experiences requiring resources that some do not currently possess.

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\(^8\) The use of a teacher with a specific endorsement in the arts is not problematic at the middle and high school levels, but it is at the elementary and early childhood levels. Teachers prepared in Illinois institutions of higher education in either elementary or early childhood education are trained in the planning, delivery, and assessment of student learning in these areas and are able to teach them to the students in their classrooms in those places that do not have a teacher with a fine arts-endorsed Professional Education License.
In response to the IBAMC letter, the Fine Arts Indicator Work Group composed a rejoinder. In this document, the work group stated the following:

- The fine arts indicator should remain a distinct indicator.
- The fine arts indicator will receive a weight of 5 percent beginning in 2020-21.
- The fine arts indicator must be phased in to eventually apply to all schools.9
- The work group agrees with the IBMAC comment to examine a sliding scale in regard to student participation.
- The work group agrees with the IBMAC comment to include all qualified Illinois elementary teachers in the submeasure calculation of quality.10
- Work group research suggested there is little difference between lower- and higher-funded districts in terms of student participation in the arts, but it did agree to move its initial recommendation for a resource threshold from 60 percent to 75 percent.11

Also, in regard to the target thresholds (performance levels), the work group provided additional detail in terms of how these thresholds were identified.12

**Superintendent's Recommendation for Fine Arts Indicator**

ISBE appreciates the input from all stakeholders. It concurs with the overriding sentiment of the importance of the fine arts as a central and distinct part of a well-rounded education. Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the fine arts indicator intersects with other portions of the accountability system were all considered in the development of a recommendation. The following modifications to the fine arts workgroup recommendation are proposed by the Superintendent. (Please note that red indicates work group recommendation and blue indicates the recommendation of the Superintendent.)

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<td><strong>Student Voice</strong></td>
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Additionally:

- **Student participation submeasure** – The student participation submeasure is calculated as the total number of students enrolled in one or more arts courses at a school divided by the total number of students at the school.
- **Teacher quality submeasure** – The teacher quality submeasure is calculated as a school’s total number of students enrolled in one or more arts courses taught by a

9 See footnote 6 for additional information on the phase-in period.
10 In the rejoinder letter, work group members also urge ISBE to re-examine how the State of Illinois considers elementary teachers qualified to teach the arts.
11 IBMAC recommended 90 percent.
12 The mean and median participation rates for elementary schools were calculated from extant data. From this, targets were identified. Illinois data (mean and median) for high schools were calculated and cross-referenced with data from Connecticut (60 percent). From this, the work group identified targets.
qualified Illinois teacher divided by the school’s total number of students enrolled in one or more arts courses.\(^{13}\)

- **Student voice submeasure** – The student voice submeasure is weighted at zero percent to reflect the need to address the challenges of data collection and use of data as part of the fine arts indicator. Beginning in the summer 2019, ISBE shall work with the Fine Arts Indicator Work Group and other stakeholders on how best to operationalize this portion of the measure. ISBE will reconsider the weighting of the individual submeasures within the fine arts indicator after identifying a viable approach to the collection and use of student voice.\(^{14}\)

Also:

- Moving the formal implementation date to 2022-23 allows time to analyze data, identify appropriate thresholds, and apply both the participation and quality submeasures concurrently.

- For the purposes of accountability, data collected for the fine arts indicator will not be used to determine a summative designation until ISBE has three years of data AND the Technical Advisory Committee (TAC) studies this information to ascertain its validity and reliability.\(^{15}\) While the work group did study extant data, using a TAC is recognized practice when including new data in an accountability system in terms of an individual indicator and the intersection of this indicator with the totality of the system. More specifically, ISBE requires the insight of the TAC to understand the implications of the recommended 5 percent weight on the totality of the accountability system and in setting appropriate target thresholds (performance levels) for each submeasure.\(^{16}\)

- ISBE concurs with IBMAC, the workgroup and other stakeholders that a sliding scale could be more instructive in terms of assigning a score on a submeasure. As indicated above, the TAC is instrumental in assisting with this task. As indicated by the workgroup, ISBE currently collects data on student participation and teacher endorsements. Data collected in 2019-20 through 2021-22 school years shall be used for the aforementioned purposes.

- ISBE appreciates that the work group created and used an application allowing for the consideration of district adequacy in order to ensure a measure that is non-punitive in the consideration of student participation and quality. ISBE also agrees with the suggestion from IBAMC and others to set the adequacy level at 90 percent in consideration of the aforementioned.\(^{17}\)

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\(^{13}\) Establishing a target at 50 percent does not contemplate that a high school student may have multiple elective opportunities outside of the fine arts that are equally important to a well-rounded education. One idea that may be generative for further discussion is to contemplate participation rate in high school during senior year wherein a target is established for students who participated in one or more arts courses in the previous three years. In some ways, this is similar to aspects of the college and career readiness indicator identified in Illinois’ ESSA Plan.

\(^{14}\) One commenter suggested that ISBE reconsider the use of student voice. The commenter was unsure if inclusion of such a measure would incentivize providing students with less rigor in order to increase score on the submeasure.

\(^{15}\) This is the same approach that ISBE is using with the P-2, Elementary-Middle, and College and Career Ready indicators.

\(^{16}\) Specifically, until 2021-22, the fine arts indicator data will be collected and reported but not used for the purposes of accountability. Data will be shared with the TAC to ascertain appropriate performance levels during this time.

\(^{17}\) This threshold aligns with Tier 3 for Evidence Based Funding.
In the interim, the IBAMC should begin to look at those areas that constitute a well-rounded education and identify other distinct indicators to be included in the accountability system. This work should continue in order to identify and develop the most appropriate indicators that look at inputs (e.g., access to and participation in) and outputs (e.g., the connectivity between previous experiences and future work).

Financial Background
N/A

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

Policy Implications: The ESSA State Plan for Illinois was approved by the U.S. Department of Education on August 30, 2017. ISBE indicated in the plan that a recommendation for the fine arts indicator would be submitted no later than December 31, 2018. Approving this indicator will allow ISBE to continue meeting its implementation timeline.

Budget Implications: A deliberate attempt was made to use data already collected in the Student Information System (SIS) for the purposes of accountability. The inclusion of the Fine Arts indicator may will require some additional data fields. In all likelihood, this will have an impact of the cost of this work for ISBE and districts.

Legislative Action: The Legislative Affairs staff has worked with ISBE program staff to make necessary modifications to statue in order to implement ESSA.

Communication: ISBE continues to share the process of implementing ESSA with stakeholders. Once the indicators are approved, staff will communicate with districts as well as SIS vendors to ensure that these systems are modified to collect the required accountability data.

Pros and Cons of Various Actions

Pros: Approving the fine arts indicator will ensure that ISBE is meeting the commitments identified and approved in the Illinois State Plan required by ESSA.

Cons: Not adopting a fine arts indicator would ignore stakeholder feedback and be inconsistent with board commitments.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the Superintendent’s recommendation for the fine arts indicator.

Next Steps

Upon Board authorization, agency staff will communicate the recommendations with the field, Technical Advisory Council, and ISBE Information Technology staff.
February 6, 2019

Illinois State Board of Education
100 N. First Street
Springfield, Illinois 62777

Dear Illinois State Board of Education:

As members of the Illinois Arts Indicator Work Group (Work Group), tasked with developing the recommendation for the fine arts indicator’s measure and weight as part of the Illinois Every Student Succeeds (ESSA) State Plan, we are writing this letter to a.) address the feedback shared with the Illinois State Board of Education (ISBE) by the Illinois Balanced Accountability Measure Committee (IBAMC), b.) provide additional context on the work group’s decision-making process in developing the recommendation, and c.) outline areas within our recommendation where we believe there is room for compromise.

The work group stands by its initial recommendation, but we also value critical inquiry and feedback. Throughout this process, the work group operated in the spirit of collaboration. In doing so, we were able to pursue the tasks assigned to us and to do so using creativity, audaciousness, and a deep commitment to ensuring an equitable result. As such, we have not only reviewed and discussed IBAMC’s feedback, but also found areas to compromise that provide opportunities to strengthen the work group’s initial recommendation submitted in December.

Though we acknowledge the IBAMC members’ intentions and we desire to compromise on some of the IBAMC’s feedback to refine the fine arts indicator, we are compelled to uphold some of the work group’s original recommendation. In that spirit, we are providing additional rationale for why we continue to feel strongly about some of the individual tenets of the original recommendation report as they were presented to ISBE in December 2018.

- That the fine arts indicator remains a distinct indicator, as approved by the State Board and written in Illinois’ ESSA State Plan.

The arts are essential to complete, competitive education for all Illinois students. Federal ESSA legislation includes the arts in its definition of a “well-rounded education,” alongside math and language arts. Additionally, federal ESSA legislation includes language that confirms states’ obligation to support arts education programs in public schools. Understanding the significance of arts learning, Illinois is among the first states to acknowledge the critical role of the arts as an essential element of a well-rounded education for all Illinois students. In doing so, ISBE unanimously voted to include the fine arts indicator in the Illinois ESSA State Plan as a distinct, weighted indicator.
That the fine arts indicator be weighted at 5% **beginning in 2020/21**

One of the key values among the work group is that the measure be actionable. As such, our recommendation was informed by existing data provided by ISBE that went back as far as five years, both providing the work group with rich context and confirmation that the measure would be implementation-ready once adopted.

That the measure be phased-in to eventually apply to **all** schools, that is, the resource adjustment is for the **phase-in period, not perpetual**.

The original recommendation put forth by the work group takes into account that not all Illinois schools will be resource-ready to implement arts programs in SY 2020/21. Additionally, recognizing our shared values and intent that the fine arts indicator be non-punitive, the work group was diligent in developing a structure that accounts for resources of individual schools and, in particular, protects lower-funded schools from being held accountable for the measure **unless its inclusion raises their summative score** during the first two years of implementation. This plan allows those schools to develop implementation plans to ensure long-term success and sustainability of their arts education programming.

As mentioned in the work group’s original recommendation report, this goes beyond holding schools harmless. It celebrates those lower-funded schools that have already answered the call to ensure the inclusion of arts courses and allows for the entities represented within the work group, as well as Illinois Empower, and other arts education advocates, practitioners, and funders to support those schools in being fully prepared in SY 2023/2024 to implement arts education programs and, more broadly, creates a system of support to grow the arts education ecosystem throughout the state.

While holding the above tenets as fundamental and affirming its comprehensive recommendation, as presented in the December report, the Work Group also takes initiative to reach out identify specific, practical areas of potential compromise in response IBAMC’s feedback.

The Work Group reviewed IBAMC’s four areas of feedback regarding the arts indicator measure: (1) incorporating a sliding scale approach, (2) consideration of elementary school teacher qualifications, (3) increasing the resource threshold, and (4) lowering participation goals. To further compromise and to build upon its recommendation, the Work Group agrees to adjust its recommendation completely in the first two areas and significantly in the third, as well as to provide additional details on the extensive data analysis informing the participation goals.
1. Sliding scale

To recognize different levels of progress and further ensure the arts indicator is non-punitive, the recommended measure includes a dynamic not seen in some of the other school quality indicators: It enables schools to receive partial points for attaining meaningful rates below targets. Specifically, it sets a cut score of half: If a school does not meet a submeasure’s target rate for full points, it can still receive half the points for meeting or exceeding half the target (Work Group, 2018, pp 9-10).

The IBAMC, however, “believes that ISBE should examine the possibility of a ‘sliding scale’ approach versus a hard ‘cut score’ approach” for both participation and quality (IBAMC, 2019, p. 4). Although its original scoring method is more straightforward and accessible, the Arts Indicator Work Group adjusts its recommendation to align fully with the IBAMC’s preference of exploring a sliding scale. In fact, Work Group members have already developed three potential sliding scale models for Year 1 elementary school participation rates.

2. Elementary school teacher qualifications

Under the Work Group’s recommendation, the indicator “measures the quality of arts learning by considering the qualifications of the teachers providing it. To what extent are students receiving their arts instruction from teachers who have an arts endorsement? (Work Group, 2018, p. 8)” The submeasure calculation therefore equals the school’s total number of students enrolled in one or more arts courses taught by an arts-endorsed teacher divided by (/) that school’s total number of students enrolled in one or more arts courses.

The Arts Indicator Work Group, however, sees value in including in the measure the consideration of the type of elementary grade licensed teachers referenced in IBAMC’s feedback. Therefore, the Work Group adjusts its recommendation to align fully with the IBAMC’s call to include this set of elementary school teachers.

Specifically, the Work Group recommends that, in calculating the quality submeasure for elementary schools, ISBE count (in the formula's numerator) not only student enrollment in arts courses taught by an arts-endorsed teacher, but also student enrollment in arts courses taught by a licensed teacher whom Illinois statute and regulations consider fully qualified to teach those particular courses. The understanding is that the latter includes elementary grade licensed teachers who have successfully completed the appropriate arts teaching techniques coursework as part of their teacher preparation coursework.

At the same time, the Work Group calls attention to the need to re-examine how the State of Illinois considers elementary school teachers qualified to teach the arts.
The field of arts education has expanded dramatically and, as seen by the recently updated Illinois Arts Learning Standards, there has been a significant paradigm shift in teaching in the arts. The arts are not simply about students expressing themselves, but rather offer robust opportunities for learning 21st Century skills, concepts, and processes.

The five artistic disciplines (visual arts, music, dance, theatre, and media arts), as recognized by ISBE in the Illinois Arts Learning Standards, each offer unique lenses through which students investigate, create, and connect with the artistic process. Ensuring that an educator possesses robust expertise in each area should be a prerequisite for assessing student mastery in that artistic discipline.

This is not to say that artistically literate general education instructors at the K-8 level are not highly valuable. Continuing to offer arts methods coursework to those individuals will advance opportunities for multi-disciplinary learning and arts integration. Both of these, in which coursework is designed to meet learning goals across two content areas, foster collaboration, creativity, and more in both our students and teachers. We do not suggest that this coursework be shelved.

Institutions of higher education across the country recognize this as a need and offer degree pathways that result in arts-endorsed teachers every year. Significant research and publication exist regarding arts education pedagogy and approaches (such as Creative Drama, Theatre of the Oppressed, TAB, and Orff) that reinforce the argument that this is a distinct area of study and cannot be taught in one course.

The Work Group encourages ISBE to further examine this larger issue of arts teacher qualification; but in order to align the recommended arts indicator measure with current Illinois statute and regulations, the Work Group agrees to fully adjust its recommendation according to IBAMC’s feedback.

3. Resource Threshold

The Work Group’s Data & Research Team (DRT) conducted the most extensive analysis of statewide arts education data in Illinois to date. This thorough analysis was crucial to the development of the Work Group’s recommendation and to gain a better understanding of the relationship between the arts and school funding in Illinois. The Work Group reiterates that the most significant finding is that there appears to be no strong correlation between student arts participation and school funding.

Nevertheless, the Work Group’s recommendation, as outlined in its December 2018 report, puts forth an innovative method of adjusting for resources. In fact, the arts indicator would be the only indicator to adjust for resources.
In recommending a specific percentage for the resource threshold, the Work Group did not seek to comment on the larger issue of overall school funding; rather, the DRT ran numerous data models, testing in detail a myriad of resource thresholds, and determined that 60 percent funding adequacy reflects a realistic and fair threshold for the specific purposes of the arts indicator measure. That said, the Work Group compromises by increasing its recommended resource threshold to 75 percent to even further increase lower-funded schools’ ability to plan, support, and implement quality arts programming.

4. Lower the target percentages

Utilizing existing ISBE data, the Work Group began with an analysis of all public schools in Illinois, regardless of funding adequacy, to fully understand the arts education landscape. The Work Group then ran analyses utilizing the mean and the median rates for each component of every weighted submeasure. It then worked collectively to discuss and ultimately decide on participation and quality submeasure rates that address resources, student access, and quality of instruction.

It was also important for the Work Group to create opportunities for as many schools as possible to be able to receive credit for this measure, as such, we determined break points for partial credit. Now, with the sliding scale approach (see above), even more schools have an opportunity to acquire points.

Determining the participation rates for elementary schools was one of the most straightforward to decide; the median and mean participation rates are already very high for elementary students (94 percent and 76 percent, respectively) across the state.

In making its final recommendations for high schools, The Work Group looked at the Illinois median and the mean (40 percent and 39 percent, respectively) and cross-referenced them with the Connecticut rate (60 percent), which was determined would be too ambitious of a goal. The Work Group agreed that 50 percent would be an attainable goal for schools given the time allotted prior to implementation.

The Work Group therefore believes that the recommended measure balances aspiration with accountability, as well as aligns with the values of the Work Group. As such, the Work Group does not believe that the recommended target participation and quality submeasure rates should be lowered.

In conclusion, the Arts Indicator Work Group fully appreciates the complexities of implementing any new statewide initiative and dually acknowledges the delicate nature of developing new policies for the education community in Illinois. When developing its recommendation, the Work Group wholeheartedly undertook the challenges and tasks associated with studying the
current fine arts landscape in Illinois and carefully considered the potential impacts (both direct and indirect) to individual schools, teachers, and students.

The Work Group is grateful for the opportunity to further explain some of the key rationale for the recommendation it has presented to ISBE and expresses its appreciation to IBAMC for the thoughtful feedback. Outlined above are several ways that the Work Group is willing to significantly compromise in response to that feedback. The Work Group also reiterates the other parts of its original recommendation and underscores that recommendation’s core, essential elements. In this sense, we fully affirm that the recommendation, as presented in the December report, is educative, equitable, non-punitive.

Thank you for considering the additional clarifications pertaining to the original recommendation report of the Work Group and to the feedback provided by IBAMC. The opportunity to contribute our knowledge, understandings, and passions associated with arts education - as arts learning is an essential element of a well-rounded, whole-child educational approach - has truly been rewarding. We respectfully request that ISBE review the key points of this response, and we urge the State Board of Education to fully adopt the Work Group’s recommendation, as adjusted above.

We remain grateful for the dedication and assistance of ISBE staff, and we appreciate the State Board’s consideration. Should you require additional clarification or information, please do not hesitate to contact us.

Respectfully,

Illinois Arts Indicator Work Group Members