

**ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: **Presentation: Financial Needs of Districts
Represented by LUDA**

Staff contact(s): David Wood

Purpose of Agenda Item

The Large Unit District Association (LUDA) will describe to the Board the financial status and issues of the school districts in their association. Other organizations may also participate if possible in November or December.

Expected Outcome(s) of Agenda Item

The Board will better understand the financial status of LUDA districts and the financial issues facing all school districts. Such information will help the Board as it approves the Financial Profile, including financial designations for schools, and considers the FY05 budget and legislation to assist schools in financial difficulty.

Background Information

The number of schools in financial difficulty continues to increase. While the Board has adopted a new Financial Profile to provide better information about the financial status of schools, it is important to understand the specific issues facing particular districts. In September and October the Board heard the following school districts describe their circumstances to the Board:

- Elgin School District #46,
- Calhoun CUSD #40,
- West Harvey–Dixmoor PSD #147;
- Bureau Valley CUSD #340; and
- Rock Island School District #41.

Despite their differences, urban, rural and suburban; large and small; growing and declining, the following themes emerged:

- It is important to share information with and involve the community in funding decisions;
- It is imperative to balance the budget and make tough revenue and expenditure decisions as early as possible;
- Data analysis can help (forecasting models, consultants, etc.);

- Management of basic accounting, reporting, and control systems is critical; and
- Stability, if not growth, in both state and federal funding is important because at risk populations are growing, costs are outpacing revenues, and educational outcomes are becoming more stringent.

These showcases are part of the larger discussion being held by the Board related to why schools are in financial difficulty and what the Board may be able to do to prevent such financial difficulty and assist those who find themselves in financial difficulty.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: **Presentation: Fiscal Year 2005 Budget**

Materials: Compare IEFC and GOMB Revenue Estimates
Public Comments on Program Options (handed out at
the Board Meeting)
GSA Spreadsheet

Staff contact(s): David Wood

Purpose of Agenda Item

The Board will continue to develop their FY05 Budget recommendation.

Expected Outcome(s) of Agenda Item

The Board will compare the FY04 revenue estimates of the Illinois Economic and Fiscal Commission and the Governors Office of Management and Budget. The Board will review comments received on the funding options for major elementary and secondary programs that it disseminated in October.

Background Information

The FY05 schedule proposes to review the calendar and establish the financial and economic context in September; to review program options in October; to review a draft recommendation in November; and to finalize a budget recommendation in December. The Superintendent will not make a specific recommendation in November and the Board will instead continue to review the state fiscal situation and program comments received from the education community in response to the budget options the Board disseminated in October.

As of the time this cover memo was drafted there were over 65 public comments on the budget of which the majority recommended the reestablishment of a gifted education program. Several went as far as recommending the reduction of funding for special education so that the state could afford to reinstate the gifted program.

Next Steps

Continue to develop the FY05 budget pursuant to the proposed schedule.

GENERAL FUNDS REVENUES - FY2004
(\$\$\$ Millions)

	<u>IEFC</u>	<u>GOMB</u>	<u>Difference</u>
Individual Income	8,220	8,265	(45)
Corporate Income	1,095	1,282	(187)
Less Refund Fund	(1,321)	(1,377)	56
Sales	6,265	6,359	(94)
Public Utility	1,000	1,073	(73)
Cigarette	400	450	(50)
Liquor	125	215	(90)
Inheritance	225	125	100
Insurance	332	317	15
Corporate Franchise	150	175	(25)
Interest Income	75	100	(25)
Other Sources	1,438	1,312	126
Transfers In			
Lottery	540	560	(20)
Riverboats	717	767	(50)
Other	1,541	1,424	117
Total State Sources	20,802	21,047	(245)
Federal Aid	4,950	4,247	703
Pension Obligation Bonds	1,600	1,600	0
Total FY04 Revenues	27,352	26,894	458
Total FY03 Revenues	24,987	24,905	82
FY 04 Revenue Growth	2,365	1,989	376

FY05 Budget Options
DRAFT - October 20, 2003

	FY04 Final	FY04 Need	No Increase	\$100 Increase	Maintenance 2.71%	\$150 Increase	\$200 Increase	Low Range	Moderate Growth High Range	Total System Need
GSA Foundation Level	\$4,810	\$4,810	\$4,810	\$4,910	\$4,940	\$4,960	\$5,010	\$5,060	\$5,238	\$5,665
GSA Appropriation	3,445,600,000 *	3,453,168,928	3,471,244,668	3,625,378,518	3,672,063,505	3,703,122,039	3,780,758,708	3,859,065,061	4,139,422,411	4,833,415,334
GSA Formula Amount Only	3,007,936,496	3,007,936,496	3,012,713,289	3,166,847,139	3,213,532,126	3,244,590,660	3,322,227,329	3,400,533,682	3,680,891,032	4,374,883,955
GSA Poverty Grant Only	410,816,537	418,385,465	428,531,379	428,531,379	428,531,379	428,531,379	428,531,379	428,531,379	428,531,379	428,531,379
GSA Adjustments	26,846,967	26,846,967	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000
Hold Harmless	38,600,000 **	36,993,085	49,499,938	35,311,911	32,288,640	30,364,772	25,756,647	21,681,101	11,274,891	0
Total GSA & HH	3,484,200,000	3,490,162,013	3,520,744,606	3,660,690,429	3,704,352,145	3,733,486,811	3,806,515,355	3,880,746,162	4,150,697,302	4,833,415,334
\$ Change from FY04 Final			36,544,606	176,490,429	220,152,145	249,286,811	322,315,355	396,546,162	666,497,302	1,349,215,334
								\$250 increase	1/2 to EFAB	EFAB
* FY04 Poverty Grant is prorated at 75% (short by \$7.6 M)										
** FY04 Hold Harmless Appropriation has excess appropriation of \$1.6 M										
Poverty Proration										
FY03 Poverty	388,216,300									
Growth Needed	30,169,165									
Shortfall	7,568,928									
% short	25.1%									
Proration	74.9%									

ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lynne Curry, Director

Agenda Topic: Presentation: Development of the English Language Proficiency Standards

Staff Contact(s): Karen Mulattieri

Purpose of Agenda Item

To prepare the Board for adoption of English Language Proficiency Standards at their January 2003 meeting.

Expected Outcome(s) of Agenda Item

The Board will understand the development process for and the content of the proposed English Language Proficiency Standards.

The Board will understand the process for disseminating and using the adopted standards in 2004 and beyond.

Background Information

The "No Child Left Behind Act" articulates goals for Limited English Proficient Students (LEP) for both academic achievement and English language proficiency. This part of the law complements the Illinois State Board of Education's goal of "helping all students meet the Illinois Learning Standards and closing the achievement gap."

Title III of the No Child Left Behind Act under Section 3113 (b) (2), requires the SEA to "describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing and that are aligned with achievement of the challenging State academic content and student academic achievement standards."

To accomplish this goal, the Illinois State Board has joined a consortium of states led by Wisconsin. These states have received federal grant funds for developing English language proficiency (ELP) standards and enhanced assessments for LEP students. Given the existing ELP standards from the consortium, it was decided to form a team to review and augment them to allow for alignment with the Illinois Learning Standards. One of the considerations on the part of the team was to honor previous work on ELP standards adopted by the Chicago Public Schools and to incorporate appropriate sections from their ELP standards into the document, thus easing the transition to the final state English Language Proficiency (ELP) Standards.

A team of Illinois teachers, administrators, experts, and ISBE consultants from the Divisions of Assessment, Curriculum, and English Language Learning are collaborating to complete this project. The team includes representatives from the Chicago Public Schools and suburban districts, as well as representatives from school districts in the southern half of the state. Members from this team will ultimately be part of future professional development activities for teachers and administrators around the State.

The Bilingual Advisory Council and the IMAGE Advisory Council are contributing to this project. The creation of the English Language Proficiency (ELP) Standards was discussed in meetings that took place this fall. Members from both committees have agreed to participate in either the development or final review of these standards.

The ELP Standards and performance indicators are organized by those that can be assessed in large-scale assessment, and those that are classroom based. As part of the Wisconsin Consortium, Illinois will be working with test developers from the University of Illinois at Urbana-Champaign and the Center for Applied Linguistics. The Standards will drive the creation of test items for language proficiency testing in grades K-12 in 2005. Language proficiency testing is required by Titles I and III.

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

Policy Implications

The adoption of state standards for English Language Proficiency is required by federal law. Adopting the standards will bring Illinois into compliance with No Child Left Behind requirements. These standards will drive the required future modifications in language proficiency testing and LEP achievement testing. Illinois has applied to the U.S. Department of Education for a one-year extension (into 2004) for putting the standards and their related assessments in place. Delay in adoption could jeopardize Illinois compliance and state Title funds.

Budget Implications

Federal funds will be used to align the state's language proficiency tests for English Language Learners with Title I and Title III requirements. The State will need to implement an annual assessment of English language proficiency in grades K-12 in the four domains of listening, speaking, reading, and writing. This supplements the needed assessments for student achievement. We will provide cost estimates at the December Board meeting.

Communication

ISBE will develop methods to disseminate the standards to districts and to provide technical assistance and professional development regarding their use.

Next Steps

Complete the standards development process and bring to the Board for December 2003 adoption.

Begin drafting RFSP specifications for both language proficiency and achievement testing for LEP students.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director
Respicio Vazquez, General Counsel

Agenda Topic: Presentation: Rules—Part 25 (Certification)

Materials: An Overview and Description of the Proposed Rulemaking – Part 25: Certification – Discussion Draft; and

Discussion Draft of Proposed Rulemaking – Part 25: Certification

Staff Contact(s): Lee Patton

Purpose of Agenda Item

- To present the proposed amendments for Board discussion; and
- To make the Board aware of issues and options related to the proposed rulemaking.

Expected Outcomes of Agenda Item

- To secure the Board’s direction for development of a formal rulemaking proposal at the December meeting

Background Information

This large and complex set of amendments constitutes the next step in bringing Illinois certification policies into line with the standards-based system that is being implemented. Major topics that are addressed here include:

- the basis on which teachers who are already certified in Illinois can qualify for additional or “subsequent” certificates;
- the basis on which individuals can qualify for endorsements, both at the time when their certificates are issued and afterward;

- the relationship of the new endorsement structure to teaching assignments; and
- replacement of coursework requirements for certification of school service personnel and administrators with the standards that have been adopted for these groups.

The proposed rulemaking also does the following:

- responds to legislative direction regarding school counselors, speech-language pathologists, and paraprofessionals,
- makes changes to simplify and clarify the certification rules, and
- repeals numerous obsolete provisions.

The attached “Overview and Description of Proposed Rulemaking” provides additional background and explanation about the contents of this discussion draft.

The discussion draft amendments were discussed with the State Teacher Certification Board (STCB) at its November meeting. Although the members of the STCB raised several specific issues and concerns (which will be discussed with the State Board during its meeting), the Certification Board indicated agreement with the general policy directions reflected in the document.

In addition, the discussion draft has been sent to local districts, regional offices of education, educator preparation institutions, and organizations representing individuals affected the proposed rulemaking. All have been asked to respond to the contents of this draft.

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

This set of proposed rulemaking has very important policy implications, which are described in the “Overview” document. None of these have immediate budget or legislative implications, but the agency will need to aggressively communicate the final decisions.

Superintendent’s Recommendation

The Board should discuss this document and provide direction to staff for the development of a formal proposal in December.

Next Steps

Staff will develop a formal rulemaking proposal, incorporating reaction from the State Board, the State Teacher Certification Board and the field. This will be presented to the Certification Board in early December and to the State Board later in the month. Based on authorization, the document will then be distributed for official public comment.

**AN OVERVIEW AND DESCRIPTION OF
PROPOSED RULEMAKING – PART 25: CERTIFICATION
DISCUSSION DRAFT
NOVEMBER 3, 2003**

INTRODUCTION

The November 3, 2003 “Discussion Draft” of proposed certification rulemaking is the second step in the development and adoption of new certification rules and amendments to current rules. It was preceded by formal discussions with educators about specific issues in these rules, and it will be followed by the development of a formal recommendation for proposed rulemaking. That document is scheduled for presentation to the State Teacher Certification Board and the State Board of Education in December; however, that timing will depend on reactions to this draft discussion paper. Regardless of when a formal proposal is presented to the two boards, there will be a 45-day period for public comment before any rules are adopted by the State Board.

The new rules and amendments to current rules in this discussion draft were developed within the context of the following factors:

- The continuing transition to the use of standards as the basis for teaching and learning in Illinois;
- The development of a new certification and endorsement system, with certain subject areas (e.g., social science and science) significantly restructured;
- Federal expectations that the state certification system will be aligned with the NCLB requirements for assuring that all teachers of core academic subjects are “highly qualified” for each assignment;
- State laws passed during the spring 2003 legislative session and signed by the Governor;
- A strong desire to clarify and simplify certification requirements.

Although State Board staff believe that the discussion draft represents progress toward the goals of clarity and simplicity, the Illinois Administrative Procedure Act (IAPA) and the requirements of the Joint Committee on Administrative Rules (JCAR) necessitate certain structures and presentation. Therefore, this “Overview and Description” of the provisions in the discussion draft has been developed as a companion guide to assist in explaining the contents of that document.

CAVEATS

- 1) Neither the discussion draft nor this overview is definitive in every detail. The issues represented by the potential rulemaking amendments are so numerous and complex that additional input is necessary before taking the next step – i.e., the presentation of a formal proposal. We hope that the discussion generated by this draft document will help identify unintended consequences, unanswered questions, and anything else that needs further attention
- 2) This discussion document does not deal with the NCLB options for veteran teachers. This issue will be brought into the discussion through a separate document.
- 3) The provisions in the discussion draft related to middle grade teachers are essentially placeholders. It is commonly agreed that more work is necessary in this area. Therefore, a special task force is working with the State Board to develop requirements and strategies for addressing NCLB requirements, the existing “middle grade endorsement,” and how to move from where we are to where we want to go. Despite this parallel activity, reactions to the middle grade issue are welcome.
- 4) Many of the provisions in Part 25 (Certification) are closely linked to the provisions in Part 1 (Public Schools Evaluation, Recognition and Supervision). However, corresponding changes to Part 1 are not included in the discussion draft, since it seemed appropriate to agree on the direction before making those adjustments.
- 5) The descriptions are paraphrased and incomplete and cannot be considered to supersede the specific language of the discussion draft.

ADDITIONAL BACKGROUND INFORMATION

A significant purpose of the proposed amendments is to clarify the requirements for first certificates and additional or “subsequent” certificates and the requirements for first endorsements on a certificate and additional or subsequent endorsements. When we asked for educator input on whether endorsements should be based solely on the passage of a subject-area test, a substantial number of people agreed with that proposition. Many more, however, had strong reservations about basing an endorsement, and therefore the ability of an individual to teach in a given subject area, on a test alone.

The discussion draft reflects this preponderance of opinion and provides options that include a test plus coursework, except for out-of-state certification candidates who already hold an endorsement in a subject area. These individuals will be eligible for an Illinois standards-based endorsement by simply taking the relevant subject-area test.

The definition of requirements for endorsements in terms of semester hours, as presented in the discussion draft, may appear antithetical to the standards-based approach. However, since all coursework in Illinois professional preparation programs must now be based on standards, there is an implicit assumption that semester hours taken in Illinois will reflect the standards.

In developing requirements for certification, the State Teacher Certification Board and the State Board of Education must take into consideration the needs of teachers who do not have access to an approved program in a given subject area. Some of these people will earn semester hours of coursework that are relevant to the subject area from another institution in Illinois or in an adjacent state. The option for a test and a minimum amount of coursework assures that these individuals are able to earn additional endorsements.

WHAT THIS DISCUSSION DRAFT DOES

Overview of General Requirements for Certification -- what the discussion draft does

- Gives school districts three options for placing teachers in the classroom – i.e., a teacher must:
- Hold the appropriate level of certification and an endorsement specific to the subject area of assignment;
- Hold the appropriate level of certification, meet minimum coursework requirements as delineated in Part 1, and secure a full endorsement specific to the subject area within 3 years;
- Hold the appropriate level of certification, have a minimum of 9 semester hours of coursework in the subject area, receive short-term approval for the assignment from the State Board of Education (similar to the current letter of non-jeopardization) and meet all requirements for a full endorsement in the subject area within three years.
- Establishes the following requirements for certification (Types 03, 04, 09, and 10)
- First certificate – complete an approved program and a major and pass the relevant tests (basic skills, APT for grade level of certificate, and major subject area test) – certificate issued based on institution recommendation (entitlement)

- Second or “subsequent” certificates – complete a “focused program” and major that meets all standards for the approved certification programs. Institutions may compare a candidate’s previous coursework and experience with full program requirements and design a special program for the candidate. An additional student teaching experience may be waived in lieu of an institution-defined experience with students at the grade level of the certificate. Candidates must also pass the appropriate APT and the subject area test (plus the basic skills if candidate has not already taken it).
- Out of state candidates – hold a certificate comparable to an Illinois certificate and pass all tests (basic skills, APT, and subject-area test in the area of endorsement on the certificate).
- Eliminates entire section related to majors, minors and separate fields for Type 09 (secondary certificate) – eliminates specific coursework and distribution requirements.
- Establishes the following requirements for endorsements on Type 03, 04, 09, and 10 certificates:
 - First endorsement on a certificate – complete a major in an approved program *and* pass the subject-area test (entitlement)
 - Second or subsequent endorsements – except as described below, complete a major in an approved program *or* pass the subject-area test and complete 24 semester hours in the content area, including at least three semester hours in coursework related to how to teach that subject (pedagogy) (entitlement or transcript review)
 - Endorsement in science or social science – Endorsement in either of these areas will require completion of an approved social science or science program, a major in one of the designation areas and passage of the science or social science test in the area of designation. This will earn the candidate an endorsement and designation – e.g., Science-Biology or Social Science-History. Additional designations will require passage of the test with the desired designation and completion of 18 semester hours of coursework in the area of designation.
 - Endorsement for the middle grades – The first endorsement on an elementary certificate will require completion of 18 semester hours in a content of the subject area, six semester hours of coursework relevant to middle grade pedagogy, and passage of the relevant test (to be further defined). Requirements for additional subject designations on the middle grade endorsement to be defined.
 - Out-of-state candidates – May be endorsed in areas of certification in another state if they pass the relevant Illinois subject-area test.

- Defines requirements for endorsement in subject areas for which there is no state test.
- Authorizes endorsements on Special Certificates (Type 10) based on requirements described above.
- Clarifies that if an individual chooses to “split” a special certificate and wishes to receive an endorsement that will make him or her eligible to teach in a general elementary classroom, he or she must complete a full or “focused” program in that area.
- Provides a chart (in the Appendix) showing new and old endorsement areas.
- Clarifies eligibility for new endorsements vs. old endorsements; in general, a candidate who has completed a new program and/or taken the new test (available after July 1, 2004) will be eligible for the new endorsement.
- Maintains existing timelines for validity of tests and deficiency statements.

Certification of Administrators and School Service Personnel -- what the discussion draft does

- Replaces sections with coursework requirements with requirements based on standards – no new policies.

Certification of School Counselors -- what the discussion draft does

- Responds to new law eliminating requirement for teaching degree if candidate meets requirements established in rule by ISBE:
- Requires that all in-state candidates complete approved master’s level program in school counseling, complete an internship, and either hold or be eligible for a teaching certificate or complete coursework related to four topical areas related to working in schools.
- Establishes an Interim Certificate for School Counselor Interns that will allow the candidate who meets requirements to be employed in a school during the supervised internship.
- Allows approved school counseling programs to design a “focused program” for school counseling candidates who hold a master’s degree in another area of counseling and to recommend certification by entitlement upon completion of that program.

- Allows certification of out-of-state candidates who have completed a school counseling program and a school-based internship without additional coursework related to schools.
- Allows certification of out-of-state candidates who hold a school counseling certificate and have two years of full-time experience as a school counselor without requiring an internship in the schools or additional coursework related to schools.

Eligibility for Standard Certificate -- what the discussion draft does

- Establishes options for Initial Certificate holders who are employed on an administrative or school service personnel certificate before they have completed four years of teaching:
 - Candidate may essentially stop the clock for as long as he or she desires and re-start it without penalty if he or she resumes teaching – at that point, he or she must meet the professional development requirements for the Standard Teaching Certificate; or
 - Candidate may claim time spent in the administrative or social service position as teaching time and be eligible for the Standard Certificate if he or she can meet the professional development requirements (e.g., has earned an advanced degree in an education field, with at least 8 hours that are relevant to a teaching certificate).
 - Explicitly identifies existing policy that once a teacher has earned a Standard Teaching Certificate, all subsequent certificates will be issued as Standard Certificates.

Standard and Master Teaching Certificate Renewal – what the discussion draft does

- Provides procedures to avoid conflicts of interest for LPDC and RPDC members.

National Board for Professional Teaching Standards (NBPTS)—what the discussion draft does

- Authorizes the State Board to issue Master Certificates endorsed consistent with the most current list of NBPTS certification areas; replaces current specification of areas and need for continuous updating.

- Eliminates requirement that National Board certified teacher serving as a mentor must meet at least once at the school of the teacher being mentored.
- Establishes a priority for payment of state funds to National Board certified teachers in the absence of sufficient appropriations.
- Restates the core propositions consistent with NBPTS.

Accreditation of Professional Preparation Institutions – what the discussion draft does

- Incorporates recently adopted state policy aligning review cycle with that of NCATE (generally seven rather than five years).
- Clarifies that the required reports on standards for all teachers and for administrators, to be submitted at the beginning of the accreditation review process, are to be composite reports.
- Clarifies that new programs will not be included in accreditation reviews if they were approved after the timeline for submission of programs for state or SPA review.
- Simplifies the requirements for an annual report and aligns those requirements with the reports required of institutions that are accredited with conditions.
- Assures completeness of State Board accreditation files by requiring institutions to provide or make available all reports to and from the SPAs and authorizing State Board staff as observers of focused visits required by NCATE.
- Clarifies sequence of consequences in cases of accreditation with conditions or probation and the subsequent cycle for review – no change in policy.

Requirements for Paraprofessionals – what the discussion draft does

- Responds to new law requiring the State Board of Education to define “life experiences” and authorize their use for determining whether a paraprofessional in a program funded by Title I meets the federal requirements. Definition combines current approval for teacher aides (generally 30 semester hours) with experience as a paraprofessional and evidence of relevant professional development.
- Adds passage of ParaPro or WorkKeys tests (as defined for NCLB purposes in Illinois) to the options for receiving teacher aide approval for paraprofessionals not working in Title I programs. Paraprofessionals will now have four options instead of two.
- Requires future issuance by the State Board of an approval for all paraprofessionals who meet the respective requirements. (This will assure portability of eligibility and allow the State of Illinois and local districts to provide data required by NCLB.)
- Establishes conditions and procedures for revocation of an approval for a paraprofessional.

**DISCUSSION DRAFT
OCTOBER 2003**

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

PART 25
CERTIFICATION

SUBPART A: DEFINITIONS

Section
25.10 Definition of Terms Used in This Part

SUBPART B: CERTIFICATES

Section
25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates
25.20 Requirements for the Elementary Certificate
25.22 Requirements for the Elementary Certificate (2004)
25.30 Requirements for the Secondary Certificate
25.32 Requirements for the Secondary Certificate (2004)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies
25.37 Acquisition of Subsequent Teaching Certificates (2004)
25.40 Requirements for the Special Certificate
25.42 Requirements for the Special Certificate (2004)
25.43 Standards for Certification of Special Education Teachers
25.45 Standards for the Standard Special Certificate--Speech and Language Impaired
25.50 General Certificate (Repealed)
25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects (Repealed)
25.65 Alternative Certification
25.67 Alternative Route to Teacher Certification
25.70 State Provisional Vocational Certificate
25.75 Part-time Provisional Certificates
25.80 Requirements for the Early Childhood Certificate
25.82 Requirements for the Early Childhood Certificate (2004)
25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified
25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified
25.90 Transitional Bilingual Certificate and Examination
25.92 Visiting International Teacher Certificate

**DISCUSSION DRAFT
OCTOBER 2003**

- 25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate
(Repealed)
- 25.99 Endorsing Teaching Certificates
- 25.100 Endorsing Teaching Certificates (2004)

**SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN
THE STATE OF ILLINOIS**

Section

- 25.110 System of Approval: Levels of Approval (Repealed)
- 25.115 Recognition of Institutions, Accreditation of Educational Units, and
Approval of Programs
- 25.120 Standards and Criteria for Institutional Recognition and Program Approval
(Repealed)
- 25.125 Accreditation Review of the Educational Unit
- 25.127 Review of Individual Programs
- 25.130 Special Provisions for Institutions Subject to Conditions for Continuing Accreditation
- 25.135 Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000,
through Fall Visits of 2001
- 25.136 Interim Provisions for Continuing Accreditation -- Institutions Visited from Spring of
2002 through Spring of 2003
- 25.137 Interim Provisions for Continuing Accreditation and
Approval -- July 1, 1999, through June 30, 2000 (Repealed)
- 25.140 Transitional Requirements for Unit Assessment Systems
- 25.145 Approval of New Programs Within Recognized Institutions
- 25.147 Approval of Programs for Foreign Language Beginning July 1, 2003
- 25.150 The Periodic Review Process (Repealed)
- 25.155 Initial Recognition Procedures
- 25.160 Notification of Recommendations; Decisions by State Board of Education
- 25.165 Discontinuation of Programs

SUBPART D: SCHOOL SERVICE PERSONNEL

Section

- 25.200 Relationship Among Credentials in Subpart D
- 25.210 Requirements for the Certification of School Social Workers
- 25.215 Certification of School Social Workers (2004)
- 25.220 Requirements for the Certification of Guidance Personnel
- 25.225 Certification of School Counselors (2004)
- 25.227 Interim Certification of School Counselor Internsr
- 25.230 Requirements for the Certification of School Psychologists
- 25.235 Certification of School Psychologists (2004)
- 25.240 Standard for School Nurse Endorsement

**DISCUSSION DRAFT
OCTOBER 2003**

<u>25.245</u>	<u>Certification of School Nurses (2004)</u>
<u>25.252</u>	<u>Certification of Non-Teaching Speech-Language Pathologists</u>

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

Section	
<u>25.300</u>	<u>Relationship Among Credentials in Subpart E</u>
25.310	Definitions (Repealed)
25.311	Administrative Certificate (Repealed)
25.313	Alternative Route to Administrative Certification
25.315	Renewal of Administrative Certificate
25.320	Application for Approval of Program (Repealed)
25.322	General Supervisory Endorsement
25.330	Standards and Guide for Approved Programs (Repealed)
25.333	General Administrative Endorsement
<u>25.335</u>	<u>General Administrative Endorsement (2004)</u>
25.344	Chief School Business Official Endorsement
<u>25.345</u>	<u>Chief School Business Official (2004)</u>
25.355	Superintendent Endorsement
<u>25.360</u>	<u>Superintendent (2004)</u>
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AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; preemptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days;

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amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. _____, effective _____.

SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)

Section 21-2 of the School Code [105 ILCS 5/21-2] establishes a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that will be available as of that date is found in Appendix B to this Part. The transition to the new system will affect certified individuals and candidates for certification as set forth in this Section.

- a) Holders of certain current Illinois teaching certificates shall receive corresponding standard teaching certificates when they next renew any of their current certificates.
 - 1) Certificates subject to exchange are listed in Appendix C to this Part.
 - 2) No certificate-holder shall be penalized in the exchange of certificates. Each endorsement held by a certificate-holder prior to February 15, 2000, shall be recorded on the appropriate certificate received pursuant to this subsection (a). Qualifications accepted for particular teaching assignments prior to February 15, 2000, shall continue to be acceptable for those assignments, unless Section 25.100(i) of this Part applies.

- b) Out-of-state candidates who qualify for Illinois teaching certificates pursuant to Section 25.425 of this Part and who pass the applicable examinations shall receive either initial or standard teaching certificates, and those who receive initial certificates shall be subject to the requirements of subsection (d) of this Section in terms of their subsequent receipt of standard teaching certificates. An out-of-state applicant who does not qualify for an initial or standard certificate may qualify to receive a provisional certificate subject to the provisions of Section 21-10 of the School Code [105 ILCS 5/21-10].
 - 1) Standard certificates will be issued to candidates who present evidence of at least four years of teaching experience on a valid certificate issued by a state, territory, or possession of the United States, unless a candidate elects to receive an initial certificate to afford himself or herself time to complete the requirements of Subpart K of this Part.
 - 2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience. A recipient of an initial certificate pursuant to this subsection (b)(2) shall be eligible to apply for a comparable standard certificate when he or she has accumulated a total of four years' teaching

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experience on a valid certificate and may either count his or her teaching time outside Illinois or elect to wait until he or she has accumulated four years' teaching on the Illinois initial certificate.

- 3) Certificates will be endorsed in accordance with the provisions of Section 25.425 of this Part ~~according to the coursework presented and the examination(s) passed.~~

- c) A candidate completing an approved Illinois teacher preparation program on or after February 15, 2000, may qualify for an initial teaching certificate by passing the applicable examinations as set forth in Section 25.22, 25.32, 25.42, or 25.82 ~~25.20, 25.30, 25.40, or 25.80~~ of this Part.

- d) An individual who has completed four years of teaching on an initial certificate (or on another certificate that was issued in conjunction with an initial certificate) may qualify for a comparable standard certificate as set forth in Subpart K of this Part.
 - 1) All endorsements shall be carried forward from an initial to the comparable standard certificate.

 - 2) A candidate who does not complete four years of teaching within twelve years after his or her initial certificate is issued may receive another initial certificate by taking and passing the initial certification examinations required at that time and meeting all other requirements then in force for that certificate. However, if an individual assumes employment on an administrative or school service personnel certificate before completing four years of teaching, he or she may choose to have the twelve-year period toll (i.e., the twelve-year "clock" shall be stopped) during any or all of that period of employment. Alternatively, he or she may count any portion of such employment as time spent teaching for purposes of qualifying for a standard teaching certificate. An individual who counts the employment as time spent teaching shall be subject to the requirements of Subpart K of this Part in connection with receipt of the standard certificate.

 - 3) A candidate who has taught for four years on an initial certificate but has not met the requirements of Subpart K of this Part may not receive another comparable initial teaching certificate. For example, a holder of an initial elementary certificate will not be eligible to receive another initial elementary certificate. However, such an individual may receive a reinstated certificate, valid for one year, during which he or she may complete the option chosen as a means of qualifying for the standard teaching certificate. No initial certificate-holder may receive a reinstated certificate more than once pursuant to this subsection (d)(3).

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- 4) When an individual completes four years of teaching experience on an initial certificate, that certificate shall become invalid on the following June 30.
- e) A holder of an Illinois teaching certificate who has teaching experience on a valid certificate as required by Section 21-11.2 of the School Code [105 ILCS 5/21-11.2] may receive an additional certificate of another type as set forth in Section 25.35 of this Part. Once an individual has received a standard teaching certificate, any other subsequently issued early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate shall also be a standard certificate, with the exception of any master certificate for which the individual also qualifies.
- f) “Four years of teaching experience” means the equivalent of four years’ full-time employment, i.e., eight semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.
- g) “Evidence of teaching experience” means a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the candidate’s teaching. Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- h) For purposes of this Section, “valid certificate” means a certificate equivalent to an Illinois master, standard, initial, or provisional early childhood, elementary, secondary, or special certificate.
- i) Upon application, a holder of certification issued by the National Board for Professional Teaching Standards (NBPTS) shall be issued a comparable Illinois master certificate ~~as shown in Appendix D to this Part~~. Endorsements comparable to those held by the individual shall appear on the master certificate. The State Board shall make available the list of NBPTS certifications for which Illinois master credentials are available and shall update that list as the NPBTS expands its areas of certification.

(Source: Amended at 27 Ill. Reg. _____, effective _____)

Section 25.20 Requirements for the Elementary Certificate

This Section is replaced by Section 25.22 of this Part.

- a) Each applicant shall either:

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- 1) have completed an approved Illinois teacher preparation program for the elementary certificate (see Subpart C of this Part); or
- 2) have completed a comparable program in another state or country or hold an elementary or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
- 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code [105 ILCS 5/21-11.2], and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (d) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.

- | | | |
|----|---|---|
| A) | Educational psychology | 2 |
| B) | Methods and techniques of teaching on the elementary level | 2 |
| C) | History and/or philosophy of education | 2 |
| D) | Methods of teaching reading | 2 |
| E) | Coursework addressing <i>the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled</i> (Section 21-2a of the School Code [105 ILCS 5/21-2a]) | |
| F) | Pre-student teaching clinical experiences equivalent to 100 clock hours | |
| G) | Student teaching (grades K-9) | 5 |
| H) | Electives to total 16 semester hours | 3 |

- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the K-9 level, as verified by the employer, need not complete pre-student teaching clinical experience.

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- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the elementary certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.22 Requirements for the Elementary Certificate (2004)

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the elementary certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code [105 ILCS 5/21-2a]) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold an elementary or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code [105 ILCS 5/21-11.2], and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed a major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, in elementary education.
- c) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the K-9

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level, as verified by the employer, need not complete pre-student teaching clinical experience except as may be required under Section 25.37 of this Part.

- d) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience except as may be required under Section 25.37 of this Part.
- e) Each applicant shall be required to pass the test of basic skills and the applicable content-area test (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the elementary certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.30 Requirements for the Secondary Certificate

This Section is replaced by Section 25.32 of this Part.

- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program for the secondary certificate (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold a secondary or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code, and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (e) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.
 - A) Educational psychology, including human growth and development
 - B) Methods and techniques of teaching on the

2

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- | | | |
|----|---|---|
| | secondary level or in a teaching field | 2 |
| C) | History and/or philosophy of education | 2 |
| D) | Coursework addressing <i>the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled</i> (Section 21-2a of the School Code [105 ILCS 5/21-2a]) | |
| E) | Pre-student teaching clinical experiences equivalent to 100 clock hours | |
| F) | Student teaching (grades 6-12) | 5 |
| G) | Electives to total 16 semester hours | 5 |
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the 6-12 level, as verified by the employer, need not complete pre-student teaching clinical experience.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the test of basic skills and the applicable test of subject-matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the secondary certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).

(Source: Amended at 27 Ill. Reg. _____, effective _____)

Section 25.32 Requirements for the Secondary Certificate (2004)

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- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program for the secondary certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold a secondary or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code, and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the 6-12 level, as verified by the employer, need not complete pre-student teaching clinical experience except as may be required under Section 25.37 of this Part.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience except as may be required under Section 25.37 of this Part.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the test of basic skills and the applicable content-area test (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the secondary certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).

(Source: Added at 27 Ill. Reg. _____, effective _____)

Section 25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies

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The provisions of this Section shall apply until replaced by Section 25.37 of this Part when an individual who already holds one or more Illinois teaching certificates wishes to receive an additional certificate pursuant to Section 21-11.2 of the School Code.

- a) The applicant shall submit to the State Board of Education, through the office of a regional superintendent of schools:
 - 1) a completed application form;
 - 2) an official transcript of any college credits not already on file with the Certification Board;
 - 3) a letter, signed by the superintendent of the employing district or other authorized official, documenting at least three months' full-time teaching experience on a valid Illinois elementary, secondary, special, or early childhood certificate; and
 - 4) the application fee required by Section 21-12 of the School Code.
- b) A deficiency statement shall be issued when an applicant does not qualify for the requested certificate. An applicant who receives a deficiency statement shall present it to an institution that operates a teacher preparation program approved pursuant to Subpart C of this Part. With the assistance of the State Board of Education, the institution shall:
 - 1) compare the applicant's deficiency to the coursework it offers that corresponds to the NCATE standards for professional education (see Section 25.115 of this Part) or that addresses the content area, as applicable; and
 - 2) advise the applicant as to the coursework needed to remedy the deficiency.
- c) An applicant may remove deficiencies and qualify for the certificate on the original fee, provided that he or she completes the requirements and passes the applicable tests in keeping with Sections 25.427 and 25.720 of this Part.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.37 Acquisition of Subsequent Teaching Certificates (2004)

The provisions of this Section shall apply when an individual who already holds one or more Illinois early childhood, elementary, secondary, or special teaching certificates wishes to receive an additional teaching certificate of one of those types pursuant to Section 21-11.2 of the School Code.

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- a) The candidate shall submit his or her official transcripts to an Illinois institution of higher education operating a program approved pursuant to Subpart C of this Part that prepares candidates for the certificate sought.

- b) The institution may, at its discretion, compare the coursework and field experiences already completed by the applicant to the standards for the certificate sought and, based on this comparison, may identify for the candidate a “focused program” consisting of coursework and experiences that he or she must complete in order to meet those standards.
 - 1) In formulating such a program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the certificate sought and is knowledgeable about pedagogical approaches that are suitable for that age group.

 - 2) The institution may revise an individual’s focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit assessment system (see Section 25.140 of this Part) or other assessments that are directly related to the standards for the certificate sought.

 - 3) An institution that uniformly requires all candidates seeking subsequent teaching certificates or subsequent teaching certificates of a particular type under this Section to complete certain coursework or field experiences shall publish and make available a written statement to this effect, describing those requirements.

- c) A candidate who completes a focused program shall be considered as having completed the institution’s approved program for the certificate sought and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.40 Requirements for the Special Certificate

This Section is replaced by Section 25.42 of this Part.

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the special certificate (see Subpart C of this Part); or

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- 2) have completed a comparable program in another state or country or hold a special or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
- 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code, and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (e) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.
 - A) Educational Psychology, including Human Growth and Development 2
 - B) Methods and Techniques of Teaching in the area of specialization 2
 - C) History and/or Philosophy of Education 2
 - D) Pre-student Teaching Clinical Experiences at the Elementary and Secondary Levels Equivalent to 100 Clock Hours in the Area of Specialization
 - E) Coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code [105 ILCS 5/21-2a])
 - F) Student Teaching in Area of Specialization and at the grade level of the certificate 5
 - G) Electives to Total 16 Semester Hours 5
(may include additional coursework in the areas enumerated in this subsection (a)(3) and/or in guidance, tests and measurements, methods of teaching reading, and instructional materials)
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience in the

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field of specialization, as verified by the employer, need not complete pre-student teaching clinical experience.

- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the special certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the relevant standards set forth in 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).

(Source: Amended at 27 Ill. Reg. _____, effective _____)

Section 25.42 Requirements for the Special Certificate (2004)

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the special certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold a special or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code, and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part). However, applicants with teaching experience in the

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field of specialization, as verified by the employer, need not complete pre-student teaching clinical experience except as may be required under Section 25.37 of this Part.

- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience except as may be required under Section 25.37 of this Part.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the test of basic skills and the applicable content-area test (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the special certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).

(Source: Added at 27 Ill. Reg. _____, effective _____)

Section 25.80 Requirements for the Early Childhood Certificate

This Section is replaced by Section 25.82 of this Part.

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the early childhood certificate (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold an early childhood or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code, and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (d) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.

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- | | | |
|----|---|---|
| A) | Child growth and development with emphasis on the young child | 3 |
| B) | History and philosophy of early childhood education | 3 |
| C) | Types of instructional methods, including types of activity/learning centers, individualization, educational play, and media and their utilization in extending the child's understanding of art, music, literature, reading instruction, mathematics, natural and social science | 4 |
| D) | Methods of teaching reading, with emphasis on the young child | 2 |
| E) | Techniques and methodologies of teaching language arts, mathematics, science and social studies at the primary level | 4 |
| F) | The development and acquisition of language in young children | 2 |
| G) | Child, family and community relationships | 3 |
| H) | <i>Coursework addressing the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled</i>
(Section 21-2a of the School Code) | |
| I) | Pre-student teaching clinical experiences equivalent to 100 clock hours, including experience with infants/toddlers, preschool/kindergarten children, and primary school students | |
| J) | Student teaching | 5 |
| K) | Electives in professional education | 3 |
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the PreK-3 level, as verified by the employer, need not complete pre-student teaching clinical experience.

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- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the early childhood certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education).

(Source: Amended at 27 Ill. Reg. _____, effective _____)

Section 25.82 Requirements for the Early Childhood Certificate (2004)

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the early childhood certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold an early childhood or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code, and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the PreK-3 level, as verified by the employer, need not complete pre-student teaching clinical experience except as may be required under Section 25.37 of this Part.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the

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required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience except as may be required under Section 25.37 of this Part.

- d) Each applicant shall be required to pass the test of basic skills and the applicable content-area test (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the early childhood certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).

(Source: Added at 27 Ill. Reg. _____, effective _____)

Section 25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate

- a) Principles and Definitions
- 1) ~~No one college course may be counted in full toward more than one teaching area. The credit for a course may be divided between two or more areas.~~
 - 2) ~~An area or subject in which teachers are not commonly provided regular employment in public high schools of Illinois will be accepted as a teaching area (either major or minor) if it can be shown by the applicant to be taught as a subject in at least one Illinois public high school. The term "applicant" means either the individual who is seeking a certificate or the institution which may be recommending him.~~
 - 3) ~~A major for teacher certification purposes consists of at least 32 semester hours and must prepare the individual to teach at least one of the subjects included in the major. If the current requirements of the State Board of Education do not mention the subject, then the requirements for a similar area will be applied.~~
 - 4) ~~A minor for teacher certification purposes must prepare the individual to teach at least one of the subjects included in the field. If the current requirements of the State Board of Education do not mention the subject, then the requirements for a similar area will be applied.~~
 - 5) ~~One major and one minor, or three minors, as defined in this statement, are required for an Illinois High School Certificate.~~
 - 6) ~~The following teaching areas: language arts, biological sciences, physical sciences, social science, physical education, and foreign language, or their~~

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~~subdivisions, may be used to meet both the major or minor requirements for a certificate. Credit applicable for a major or minor cannot be counted for both.~~

b) Teaching Fields

~~A teaching minor shall be defined as a university sanctioned major or minor provided that neither shall be less than 24 semester hours. This in no way conflicts with the current major field requirement for certification of 32 semester hours. This definition of subject area is contingent upon resuming the practice of endorsing subject fields on certificates and coordinating Recognition and Supervision requirements for teaching area preparation with certification standards.~~

1) ~~A Language Arts major, composed of 26 semester hours and 6 semester hours in Rhetoric and/or Composition, must have 16 semester-hour minors (with one exception)* in:~~

A) ~~Speech~~

B) ~~Journalism~~

C) ~~Dramatics~~

*D) ~~English (20 semester hours)~~

~~Language Arts must serve as a 16 semester-hour minor with one of the above subjects, (b)(1)(A) through (D), as a major of at least 32 semester hours. A Speech major or minor must include courses in Dramatics. A Dramatics major or minor must include courses in Speech. Any Rhetoric and/or Composition course not counted for the major must be counted for the minor.~~

2) ~~A Biological Science major, composed of 32 semester hours, must have 16-semester-hour minors in:~~

A) ~~Botany~~

B) ~~Zoology~~

C) ~~Physiology~~

D) ~~Biology~~

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~~Biological Science must serve as a 16 semester hour minor with one of the above subjects, (b)(2)(A) through (D), as a major of at least 32 semester hours.~~

3) ~~A Physical Science major, composed of 32 semester hours, must have 16-semester hour minors in:~~

- A) ~~Astronomy~~
- B) ~~Chemistry~~
- C) ~~Physies~~
- D) ~~Geology~~
- E) ~~Physical Geography~~

~~Physical Science must serve as a 16 semester hour minor with one of the above subjects, (b)(3)(A) through (E), as a major of at least 32 semester hours.~~

4) ~~A Social Science major, composed of 32 semester hours, must have 16-semester hour minors in:~~

- A) ~~History~~
- B) ~~Economics~~
- C) ~~Political Science~~
- D) ~~Sociology~~
- E) ~~Political Geography~~

~~Social Science must serve as a 16 semester hour minor with one of the above subjects, (b)(4)(A) through (E), as a major of at least 32 semester hours.~~

5) ~~A Physical Education major, composed of 32 semester hours, must have 16-semester hour minors in:~~

- A) ~~Health~~
- B) ~~Safety and Driver Education~~

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C) Recreation

D) Dance

~~Physical Education must serve as a 16 semester hour minor with one of the above subjects, (b)(5)(A) through (D), as a major of at least 32 semester hours.~~

6) ~~A Foreign Language major, must be composed of 32 semester hours in one language, must have a 20 semester hour minor in a different Foreign Language. One semester hour must be allowed for each unit of high school Foreign Language not to exceed four semester hours. If such credit is accepted by an institution of higher learning, and is noted on the official transcript, the amount of credit accepted by the institution will be accepted for teacher certification. Such credit must be in the same Foreign Language as used for a major and/or minor.~~

7) Minors

A) ~~16 Semester Hour Minors~~

i) ~~Library Science~~

ii) ~~Safety and Driver Education~~

B) ~~20 Semester Hour Minors~~

i) ~~Art~~

ii) ~~Business Education~~

iii) ~~Foreign Language (subject to subsection (b)(6) of this Section)~~

iv) ~~Health Education~~

v) ~~Instructional Materials~~

vi) ~~Mathematics*~~

vii) ~~Music~~

viii) ~~Physical Education~~

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ix) ~~Psychology~~

~~*One semester hour may be allowed for each unit of high school Mathematics not to exceed four semester hours. If such credit is accepted by an institution of higher learning, and is noted on the official transcript, the amount of credit accepted by the institution will be accepted for teacher certification.~~

~~C) 24-Semester-Hour Minors~~

~~i) Agriculture~~

~~ii) English, Speech, Dramatics, or Journalism (including 6 semester hours in Rhetoric and/or Composition) if used with a major not classified as English Language Arts~~

~~iii) Family and Consumer Sciences~~

~~iv) Industrial Technology Education~~

~~v) Biological Science, Botany, Zoology and Physiology if used with a major not classified as Biological Science~~

~~vi) Physical Science, Astronomy, Chemistry, Geology, Physical Geography, and Physics if used with a major not classified as Physical Science~~

~~vii) Social Science, History, Economics, Geography, Political Science, and Sociology if used with a major not classified as Social Science~~

~~viii) General Science including at least 8 semester hours Physical and 8 semester hours Biological~~

e) ~~Definition of "Professional Courses"~~

~~The department in which a course is offered in a given institution shall not be the determining factor in deciding whether the course is a professional education course. The question is whether this course is commonly offered by other departments, schools or colleges of education.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

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Section 25.99 Endorsing Teaching Certificates

This Section is replaced by Section 25.100 of this Part. Elementary and secondary teaching certificates will be endorsed with the subject areas a person is qualified to teach upon demonstration that the coursework presented for examination meets the requirements set forth in 23 Ill. Adm. Code 1: Subpart G, Staff Qualifications (Public Schools Evaluation, Recognition and Supervision).

- a) Coursework presented for endorsement shall be counted toward a specific subject qualification if the course content meets the standards established for the subject as listed in Subpart G of 23 Ill. Adm. Code 1.
- b) Coursework presented for endorsement will be counted in each subject area to which it applies.
- c) Applicants for certificates presenting a 32 semester hour major field of specialization, for which qualifications are not specified in Subpart G of 23 Ill. Adm. Code 1, shall have the certificate endorsed with that major field of specialization.
- d) Applicants for certification who have completed approved programs or who qualify for certification by transcript evaluation shall be evaluated for all endorsement areas and issued a certificate with all endorsements for which they qualify in accordance with subsections (a) and (b) of this Section.
- e) Individuals seeking to endorse previously issued certificates or obtain additional endorsements may apply for such endorsements, on forms provided by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].
 - 1) Applications must be submitted through the office of a Regional Superintendent of Schools and accompanied by a \$30 nonrefundable fee made payable to the State Teacher Certification Board.
 - 2) Applicants qualifying for an endorsement shall receive a duplicate of their original certificate with the endorsement and date of the endorsement affixed.
 - 3) Deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Applicants may remove their deficiencies and qualify for endorsements on their original fee, provided that they qualify within one year after the date of the deficiency statement. Subsequent requests for the same endorsement(s) shall be accompanied with another fee.

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- f) An individual who chooses to “split” a special or special preschool – age 21 certificate and receive both an elementary and a secondary certificate instead, as provided in Section 21-4 of the School Code [105 ILCS 5/21-4] and Appendix C to this Part, may qualify for endorsement in “self-contained general education” on the elementary certificate by presenting evidence of having completed the coursework described in 23 Ill. Adm. Code 1.710 (Minimum Requirements for Elementary Teachers). Such an individual shall also be required to pass the subject matter knowledge test for elementary education and, if he or she has not already passed the test of basic skills and received a certificate based on it, that test as well.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

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Section 25.100 Endorsing Teaching Certificates (2004)

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates will be changed. Appendix E to this Part provides a list of the endorsements that will become available at that time, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and will be discontinued or replaced.

- a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. A certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may teach only introductory or basic courses in a subject for which he or she does not hold the specific designation. For example, a secondary science teacher with a biology designation may teach a physics (or chemistry) course that has no other physics (or chemistry) course as a prerequisites. Courses that have prerequisites and Advanced Placement courses shall be considered advanced. They may not be treated as introductory or basic and shall require the relevant designations.

- b) Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], *all certificates initially issued under this Article...shall be specifically endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.*
 - 1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.

 - 2) Except as provided in subsection (g) of this Section, for each application received on or after October 1, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for:
 - A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual’s official transcript, and been recommended for the endorsement by an institution that operates an approved program in the content area; and

 - B) any additional area in which the individual has passed the applicable content-area test and completed at least 24 semester hours of college

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- credit in the content area, including no fewer than three semester hours of methods coursework in the content area; and
- C) any additional area for which the individual has met the applicable requirements of subsection (f) of this Section; and
- D) any additional area to in which the applicant has met the requirements of Section 25.425(a) of this Part.
- 3) An individual who passes a test of subject matter knowledge prior to July 1, 2004, and applies for the related certificate no later than five years after the date on which the test was taken shall receive an endorsement valid only for the specific subjects covered under the prior system, unless the institution certifies to the State Board of Education that the candidate completed a program that met the applicable standards set forth at 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).
- c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool – age 21 certificate would have been endorsed.
- 1) An individual who chooses to “split” a special or special preschool – age 21 certificate may qualify for endorsement in “self-contained general education” on the elementary certificate only by completing an approved program for the certificate in accordance with Section 25.37 of this Part. Such an individual shall also be required to pass the content-area test for the elementary/middle grades and, if he or she has not already passed the test of basic skills and received a certificate based on it, that test as well.
- 2) An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (b)(2) of this Section.
- d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of subsection (b)(2) of this Section.

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- e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.
- 1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards for an endorsement or a particular designation.
 - 2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation, other than an endorsement in safety and driver education, shall:
 - A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or
 - B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or
 - C) present evidence of at least one year's teaching experience on a valid certificate in the area covered by the endorsement or designation sought.
 - 3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q).
- f) Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].
- 1) An applicant who qualifies for an endorsement shall receive a new copy of the original certificate with the endorsement and date of the endorsement affixed.
 - 2) For applications received through September 30, 2004, deficiency statements shall be issued when an applicant does not qualify for the requested endorsements and shall be honored by the State Board of Education for a period of one year from the date of issue. Applicants will receive the endorsements if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same

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endorsements shall be accompanied by another fee and shall be subject to any new requirements.

3) Except as provided in subsection (g) of this Section, for applications received on or after October 1, 2004, an endorsement will be issued to each applicant who has either:

A) completed a major or coursework equivalent to a major in the content area and been recommended for the endorsement by an institution that operates an approved program in the content area; or

B) completed at least 24 semester hours of college credit in the content area, including no fewer than three semester hours of methods coursework in the content area, and passed the applicable content-area test.

g) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences.

1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to complete an approved program incorporating a major in the content area and to pass the applicable content-area test. (For this purpose only, an individual who holds a science or social science endorsement issued under the system in effect prior to July 1, 2004, shall be treated as holding the new endorsement with one of its available designations.)

2) The requirement stated in subsection (g)(1) of this Section shall apply not only when a certificate is originally issued but also when an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent designation in the same field if he or she has:

A) completed a major or coursework equivalent to a major in the content area and been recommended for the endorsement by an institution that operates an approved program in the content area; or

B) completed at least 24 semester hours of college credit in the content area, including no fewer than three semester hours of methods coursework in the content area, and passed the applicable content-area test.

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- h) Endorsements for Teaching Assignments in the Middle Grades
- 1) An endorsement valid for teaching a particular subject in grades 6 through 8 (the “middle-grades endorsement”) shall be issued when an applicant has:
- A) completed 24 hours of coursework that include 18 hours in the content area of the assignment and six hours addressing middle-grade philosophy; middle-grade curriculum and instruction; instructional methods for designing and teaching developmentally appropriate programs in the middle grades; content-area reading instruction; and educational psychology, focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment and in the coordination of and referral of students to health and social services; and
- B) passed the applicable content-area test (see Section 25.710 of this Part.
- 2) An individual may receive middle-grades endorsements for additional subjects by completing 18 hours of coursework in the content area and passing the applicable content-area test.
- i) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that set forth at 23 Ill. Adm. Code 1 but who has not met the requirements of subsection (b)(2) of this Section shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

**SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN
THE STATE OF ILLINOIS**

Section 25.115 Recognition of Institutions, Accreditation of Educational Units, and Approval of Programs

In order for an Illinois institution of higher education to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such program(s) must be accredited, by the State Board of Education in consultation with the State Teacher Certification Board. “Educational unit” means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the

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initial and continuing preparation of teachers and other education professionals. Specific preparation programs offered by recognized institutions must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. When authorized by the State Superintendent, written materials required pursuant to this Subpart C may be submitted in electronic form.

- a) An institution shall be recognized if it:
 - 1) is approved as a degree-granting institution by the Illinois Board of Higher Education, if the institution is subject to provisions of the Institution of Learning Powers Act [110 ILCS 50];
 - 2) sponsors a course of study leading to an appropriate baccalaureate or higher degree and awards the degree; and
 - 3) conducts or proposes to conduct at least one approved program that will prepare professional educators.
- b) An educational unit shall be accredited if the institution meets the standards enumerated in “Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education” (2002), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).
- c) A preparation program shall be approved if it meets the applicable content standards established by the State Board of Education and the Illinois Professional Teaching Standards set forth at 23 Ill. Adm. Code 24.100, except as provided in Section 25.135 of this Part.
- d) The accreditation of an educational unit and the approval of its programs shall be subject to review every five years until completion of its first review in light of the standards incorporated by subsection (b) of this Section. Accreditation Review shall be conducted as provided in Sections 25.125 and 25.127 of this Part and decisions regarding continued accreditation and approval shall be made as provided in those Sections, except as provided in Section 25.130, 25.135, or 25.136 of this Part. Once an institution has completed an Accreditation Review under the standards referenced in subsection (b) of this Section and fulfilled any requirements imposed under Section 25.125(j) of this Part, its Accreditation Reviews shall be scheduled at seven-year intervals.
- e) ~~Each Between October 1 and November 30 of each year, each~~ accredited educational unit shall annually submit to the State Superintendent of Education, in a format

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defined by the State Superintendent and according to a timeline announced at least six months in advance:

- 1) ~~a an annual report which describes any significant changes in the unit or its program(s), updates any information previously provided as if needed, and provides other information requested by the State Superintendent of Education and/or documents how the unit has addressed any applicable standard(s) identified during the most recent review of the unit and its programs as not met or met with areas of weakness; and~~
 - 2) ~~as relevant to the institution, a report on all programs provided by the institution that have been approved as an alternate route to certification under Section 25.67 of this Part; and~~
 - 3) ~~institutional data that describe the results of unit and program assessments and the actions taken or planned to address identified areas of concern an Institutional Data Report, on forms provided by the State Board of Education, that displays information about the candidates, staff, and resources of the institution's programs.~~
- f) Each accredited educational unit shall also submit an annual report that documents how the unit has addressed any applicable standard(s) identified during the most recent review of the unit and its programs as “not met” or “met with areas of weakness.” For institutions that have been assigned “Continuing Accreditation with Conditions” or “Probation,” this report shall not be required in those years in which the institution is required to submit a special report or is subject to a focused or full visit as discussed in Section 25.125 of this Part. The State Teacher Certification Board shall be notified at its February meeting of any institution that has failed to submit a report required by subsection (e) of this Section.
- g) No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers' pass rates on the examinations required for initial certification pursuant to this Part and other information required by Title II of the Higher Education Act [20 USCA 1027]. Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, guidance counselors, and prospective employers of the institution's program completers.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.125 Accreditation Review of the Educational Unit

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The requirements of this Section shall apply to Accreditation Reviews that take place on or after July 1, 2003. The review visits conducted pursuant to this Section shall occur between March 1 and May 31 and between September 1 and November 30 and shall be scheduled for the mutual convenience of the affected institution and the review ~~panel~~ team.

- a) No later than February 1 (for a spring review) or September 1 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit to the State Superintendent of Education five copies of each of the two reports specified in this subsection (a). However, in the case of an institution that is also seeking initial accreditation from NCATE, these reports shall be submitted six months earlier than otherwise required by this subsection (a).
 - 1) The institution shall submit a report providing an overview of the unit's conceptual framework(s), which shall include a description of each framework, its development, and any changes that have been made since the institution's previous Accreditation Review. The discussion of the framework(s) shall address each of the "structural elements" found in the standards referred to in Section 25.115(b) of this Part.
 - 2) The institution shall submit a composite report describing how the unit's teacher preparation programs address the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and how the unit's preparation programs for school administrators address the Illinois Professional School Leader Standards set forth at 23 Ill. Adm. Code 29.100 (see Standards for Administrative Certification).
- b) A panel established by the State Superintendent shall review the overview of the unit's conceptual framework(s) no more than 30 days after the overview is submitted. No later than 30 days after the panel completes its review, the State Board of Education shall notify the institution either that the description of its conceptual framework(s) is adequate or that certain structural elements were not adequately addressed and will undergo additional scrutiny by the review team during the visit described in subsection (e) of this Section.
- c) No later than 60 days before its review visit, the institution shall submit to the State Superintendent the number of copies specified in light of the review team's size, and to NCATE (if applicable) the number of copies required by NCATE, of a report presented in a format prescribed by the State Board of Education and incorporating:
 - 1) an overview of the institution;
 - 2) an overview of the unit's conceptual framework(s);

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- 3) evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part; and
 - 4) evidence that it is meeting the standards established by the State Board of Education (see 23 Ill. Adm. Code 24, Standards for All Illinois Teachers, and 23 Ill. Adm. Code 29, Standards for Administrative Certification, as applicable).
- d) A review team shall be empanelled to conduct an on-site review to verify the information provided by the institution as required by subsection (c) of this Section. The review team shall be constituted as provided in subsection (d)(1) or (d)(2) of this Section, depending upon whether the institution is also seeking to achieve or retain accreditation of its educational unit by NCATE.
- 1) **Institutions Seeking State Accreditation Only**

From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review and shall appoint the team's chair. A staff member of the State Board of Education shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.
 - 2) **Institutions Also Seeking to Achieve or Retain NCATE Accreditation**

From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall select members to serve on a joint review team with representatives of NCATE's Board of Examiners to conduct the on-site review. The review team shall be co-chaired by a member appointed by the State Superintendent and a member of NCATE's Board of Examiners. A staff member of the State Board of Education shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.
- e) The review team shall visit the institution and verify the degree to which the educational unit and its program(s) meet ~~meets~~ the standards referred to in Section 25.115(b) of this Part.
- f) The review team shall prepare a draft report during the on-site visit, incorporating an overview of the unit and its conceptual framework(s), summarizing data on the performance of candidates and graduates, and taking into account the recommendations arising from the review of program reports as outlined in Section 25.127 of this Part. This draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the

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institution 30 days to correct any factual errors. The team chair or co-chairs shall review the institution's suggested revisions and make appropriate corrections in consultation with the State Board staff member who is serving pursuant to subsection (d) of this Section. The final report shall be submitted to the institution within 30 days after the State Board's receipt of the institution's suggested corrections.

- g) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report's findings or a rejoinder to those findings that meets the following requirements:
 - 1) The rejoinder must indicate the grounds for disagreement with one or more of the team's findings and include documentation to support the institution's position.
 - 2) All documentation must describe conditions that existed at the time of the on-site review. (Changes made by the unit after the visit will not be considered.)
 - 3) All documentation must relate directly to the standards and procedures that applied at the time of the on-site visit.
- h) Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team's report, the institution's letter of agreement or rejoinder, a response to that rejoinder provided by the team's chair or co-chairs, and the results of the review of the program report(s), as well as any other relevant documentation that was available to the review team.
- i) After consideration of the information submitted pursuant to subsection (h) of this Section, the Certification Board shall convey to the State Board of Education a recommendation regarding the accreditation of the educational unit as appropriate to the circumstances, in keeping with the provisions of subsection (j) of this Section. The Certification Board shall also convey recommendations regarding approval of the unit's individual programs (see Section 25.127 of this Part).
- j) The possible outcomes of Accreditation Review shall align with those used in the NCATE system of review, so that Illinois institutions desiring both national accreditation through NCATE and the State recognition, accreditation, and program approval required pursuant to this Subpart C will not be caused to duplicate their efforts or undergo duplicate reviews.
 - 1) If the educational unit has met all the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education continue the accreditation of the educational unit (which may include the identification of areas of weakness), thereby authorizing the institution to

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conduct its approved program(s) and to recommend candidates for certification by entitlement.

- 2) If the educational unit has failed to meet one or more of the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with conditions, thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement. An institution to which accreditation with conditions has been assigned shall, within 30 days after receipt of the State Board's decision, provide written notification to the candidates enrolled in the unit's programs to this effect.
- A) If the State Teacher Certification Board believes that the unit can make adjustments so as to satisfy the conditions expressed within six months, the Board shall recommend that the State Board of Education request submission of documentation that addresses the unmet standard(s) as well as any other weaknesses within that time. However, the affected unit may choose to undergo a focused visit pursuant to subsections (j)(2)(C) and (D) ~~subsection (j)(2)(B)~~ of this Section instead.
- B) ~~If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness within two years after the semester when the conditions were issued.~~
- ⊖) If documentation is submitted pursuant to subsection (j)(2)(A) of this Section, the State Board of Education, in consultation with the State Teacher Certification Board, shall either continue the institution's accreditation, if the conditions expressed have been satisfied, or require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness, which shall occur within one year after the semester in which the documentation was submitted.
- i) ~~Each focused visit shall be conducted by a team established by the State Superintendent of Education and trained in the review process.~~
- ii) ~~The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.~~

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- iii) ~~After reviewing the team's report, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit's accreditation.~~

- C) If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness within two years after the semester when the conditions were issued.

- D) Each focused visit shall be conducted by a team established by the State Superintendent of Education and trained in the review process. The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.

- E) After reviewing the team's report, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit's accreditation.

- F) ~~D)~~ A unit to which continued accreditation is granted as a result of a six-month report or a focused visit shall next be due for Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

- 3) If the educational unit has failed to meet one or more of the applicable standards and exhibits weaknesses that may limit its candidates' ability to meet the standards for certification, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with probation. An institution to which accreditation with probation has been assigned shall, within 30 days after receipt of the State Board's decision, provide written notification to the candidates enrolled in the unit's programs to this effect. If accreditation with probation is assigned, the unit must schedule an on-site visit within two years after the semester in which the decision was rendered. As part of this visit, the unit must address all the standards in effect at the time of the review that resulted in probation.
 - A) An on-site review required pursuant to this subsection (j)(3) shall be subject to the requirements of subsections (a) through (g) of this Section.

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- B) Following the on-site review, the State Teacher Certification Board shall review the team's report and, based on its assessment of the degree to which the unit has achieved compliance with the applicable standards, shall recommend to the State Board of Education that it either continue or revoke the institution's recognition and the educational unit's accreditation.
- C) A unit whose accreditation has been continued pursuant to this subsection (j)(3) shall next be subject to Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).
- k) The provisions of subsection (j) of this Section notwithstanding, an institution not accredited by NCATE may decide to seek NCATE accreditation at any time, thus becoming subject to NCATE's initial review cycle. (If NCATE accreditation is sought other than in conjunction with a scheduled Accreditation Review, an Accreditation Review shall be conducted as described in this Section, and the schedule for subsequent Accreditation Reviews shall be altered accordingly.
- l) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Revocation of recognition and accreditation shall be subject to the provisions of Section 25.165(b) of this Part.
- m) If NCATE requires a focused visit and the State Board of Education does not, a State Board staff member shall serve as a non-voting observer during the on-site review and report to the State Teacher Certification Board and the State Board of Education as appropriate.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.127 Review of Individual Programs

- a) No later than February 1 (for a spring review) or September 15 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit five copies of either a full or an interim report for each of its programs, including any alternative program established pursuant to Section 21-5b, 21-5c, or 21-5d of the School Code. These reports shall be submitted either to the State Superintendent or to NCATE, as provided in subsection (e) of this Section.
 - 1) A full report is due for a program if:
 - A) a report for the program has never been reviewed before as part of the State program approval process;

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- B) the program was not reviewed by a content-area review panel in the course of the institution's immediately preceding Accreditation Review;
 - C) the program's content has been altered or changes have been made in the way in which the program addresses the relevant content-area standards established by the State Board of Education;
 - D) the data reported by the institution on its recent institutional report cards required pursuant to Title II of the Higher Education Act reveal declining levels of performance by the institution's candidates; or
 - E) the content standards for the program have been changed and the change was effective no fewer than 18 months prior to the date for the Accreditation Review.
- 2) An interim report is due for a program if the program was found to meet the applicable standards as part of the institution's most recent Accreditation Review.
- b) Each full program report shall be submitted in a format prescribed by the State Board of Education and shall contain:
- 1) an overview of the knowledge base, philosophy of preparation, and goals and objectives of the program and a description of how they relate to the conceptual framework(s) of the educational unit;
 - 2) a description of the course of study, including field experiences, student teaching, and internships for candidates;
 - 3) a description of how the program meets either:
 - A) the applicable content-area standards established by the State Board of Education, or
 - B) the national standards applied by the relevant specialty professional association, if the report is to be reviewed by such an association pursuant to subsection (d) of this Section;
 - 4) a description of the assessment system used to evaluate candidates in relation to applicable standards at the time of entry into the program, prior to beginning field experience, at the conclusion of student teaching, and upon program completion, as well as a summary of assessment results that includes

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all the following that are available and an explanation of any element not available:

- A) candidates' results on the certification tests required pursuant to this Part,
 - B) data on the performance of program completers in the first year of teaching practice,
 - C) results of assessments of candidates' student teaching or internships, and
 - D) any other data that support the institution's analysis of its candidates' teaching knowledge, skill, and performance;
- 5) the program's faculty and its organizational location within the professional education unit; and
- 6) the number of program completers over the most recent three years.
- c) Each interim report shall be submitted in a format prescribed by the State Board of Education and shall contain:
- 1) a description of substantive changes, evaluations, and improvements in the program since the institution's most recent Accreditation Review;
 - 2) a description of how each weakness identified in the most recent program review has been addressed; and
 - 3) data on the performance of candidates and graduates of the program, summarized and cross-referenced to the applicable standards.
- d) The State Board of Education shall recognize "Specialized Professional Associations" ("SPAs") that are affiliated with NCATE for purposes of program review in accordance with the provisions of this subsection (d).
- 1) Each program conducted by an Illinois institution that is accredited by NCATE will be reviewed by a panel convened under the auspices of the relevant SPA if such a SPA exists and is recognized by the State Board of Education (see subsection (l) of this Section).
 - 2) The State Board of Education shall review the content-area standards of each SPA and determine the degree to which those standards are aligned with the

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comparable standards established by the State Board. The State Board shall identify any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA and shall require supplementary evidence from the institution regarding these standards (see subsection (f) of this Section).

- 3) Any other certification program conducted by an institution accredited by NCATE, any addendum to a program report submitted pursuant to subsection (f) of this Section, and each program conducted by an institution not accredited by NCATE will be reviewed by a panel convened by the State Superintendent of Education. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area and shall have been trained in the program review process.
- e) The State Board of Education shall notify each institution no later than two years prior to its scheduled Accreditation Review as to which of its program reports are to be submitted to the State Superintendent and which, if any, are to be directed to NCATE. The State Board of Education will not include in its review of an institution's programs any new program that is approved for operation after the date for submission of the institution's program reports.
- f) Each institution shall submit the reports required pursuant to this Section to NCATE if they are to be reviewed by SPAs and to the State Superintendent of Education if they are to be reviewed by a panel convened by the Superintendent.
- g) ~~f~~ As part of the notification provided under subsection (e) of this Section, the State Board shall identify for each affected institution any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA. For each affected program, the institution shall submit to the State Superintendent a concurrent addendum to the program report, which shall be submitted in a format prescribed by the State Board and shall describe how the program meets the State standards in question.
- h) ~~g~~ No later than 30 days after the State Superintendent or NCATE receives a program report, the responsible staff shall notify the affected institution as to whether the report is complete. An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that it is incomplete.
- i) ~~h~~ No later than June 15 (for a spring visit) or February 1 (for a fall visit), each review panel shall submit a preliminary critique for each program reviewed, either to NCATE or to the State Superintendent of Education, as applicable. Each preliminary critique shall indicate any standards the panel believes are not met by a particular

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program and shall provide the panel's rationale for that determination. Each preliminary critique shall be forwarded to the affected institution no later than June 30 or February 15, as applicable.

- j) i) No later than September 15 or April 15, as applicable, an institution may submit evidence that its program meets the applicable standards, in the form of a response rejoinder to a panel's preliminary critique. Each response rejoinder shall be submitted either to NCATE or to the State Superintendent, as applicable, and shall be forwarded to the responsible panel no later than September 30 or April 30, as applicable.
- k) j) No later than January 15 or September 1, as applicable, each panel shall complete its reconsideration of each affected program and submit a final critique, either to NCATE or to the State Superintendent, as applicable.
- l) k) NCATE and the State Superintendent shall ensure that each final critique is received by the affected institution no later than 60 days prior to the scheduled date of the institution's review visit.
- m) Each institution whose programs have been reviewed by a SPA shall provide or make available to the State Board of Education all reports sent by the institution to the SPA and by the SPA to the institution. The State Board shall keep this information as part of the institution's permanent file.
- n) i) An institution may notify the State Superintendent if it does not receive required materials from NCATE or a SPA within the timelines set forth in this Section. The State Board of Education shall withdraw its recognition of any SPA that has failed to comply with the timelines set forth in this Section in more than 20 percent of the reviews it has conducted and fails to supply the State Superintendent with evidence that it has sufficient resources available to resume meeting applicable deadlines in time for the next program review cycle.
- o) m) As part of the accreditation process described in Section 25.125 of this Part, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding each preparation program offered by the affected educational unit.
 - 1) The Certification Board may recommend approval of programs that meet the applicable content standards; or
 - 2) The Certification Board may recommend provisional approval of programs whose program reports are found to exhibit less than full compliance with the applicable content standards. If provisional approval is granted, staff of the

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State Board of Education may monitor the program's improvement as deemed necessary until submission of the report called for in subsection (p) of this Section and shall report any significant lack of progress to the State Teacher Certification Board, which may recommend that the State Board of Education require an accelerated submission date for that report.

- p) ⇒ No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent a revised program report, which shall be reviewed as provided in this Section. Staff of the State Board of Education shall thereupon convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the Certification Board shall convey its recommendation that the State Board of Education:
- 1) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or
 - 2) Revoke the program's approval, thereby prohibiting the institution from continuing to offer it.
- q) ⇒ Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval shall be subject to the requirements of Section 25.165(b) of this Part.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SERVICE PERSONNEL

Section 25.200 Relationship Among Credentials in Subpart D

Each school service personnel certificate held by an individual shall bear only one of the endorsements discussed in this Subpart D. Each of these endorsements requires separate certification.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.210 Requirements for the Certification of School Social Workers

This Section is replaced by Section 25.215 of this Part.

- a) Effective January 1, 1996, the school social work endorsement will be issued only to persons holding a master's or higher degree in social work, including a minimum of

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55 graduate-level semester hours of coursework, supervised field experience, and school social work internship, from a graduate school of social work accredited by the Council on Social Work Education.

b) School social workers must hold a school service personnel certificate based on completion of an approved program that provides consideration across the curriculum to racial, cultural, gender, and ethnic diversity, as well as an examination of the social worker's professional code of ethics.

c) Required Content Areas and Courses

		Graduate-Level Hours Required
1)	Human Behavior and the Social Environment	4
2)	Social Welfare Policy	4
3)	Social Work Theory, Methods, and Practice, including Individual, Family, Group, Consultation, and Community Intervention Methods	2
4)	Research Methodology	2
5)	Characteristics of Exceptional Children	2
6)	Social Work Practice in the Public Schools, including:	2
	A) Interventive Methods with Individuals, Families, and Groups, and consultation with school personnel and the school community	
	B) School Laws, Rules, and Regulations, and Public Policy Pertaining to School Social Work Practice	
	C) Organizational and Administrative Concepts and Processes Related to Schools	

d) Supervised Field Experience

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School social workers must complete a supervised field experience comprising a minimum of 400 contact hours that are supervised by a field instructor holding a master's or higher degree in social work.

- e) School social workers must complete a school social work internship comprising a minimum of 600 contact hours in a school setting.
- 1) The internship must be supervised by a field instructor holding a master's or higher degree in social work and a school service personnel certificate endorsed for school social work, or equivalent certification.
 - 2) The internship must provide for the development and demonstration of professional skills, including, but not limited to:
 - A) Communication, interviewing, and observation skills
 - B) Social Developmental, Adaptive Behavior, and Cultural Background assessments
 - C) Effective intervention with culturally diverse populations
 - D) Home-School-Community liaison
 - E) Application of theory to specific practice modalities --
Crisis Intervention
Prevention and Early Intervention
Consultation
Collaboration and Participation
Multidisciplinary Team Work
Case Management
Individual, Group, and Family Intervention
Community Resource Development
Advocacy
 - F) Evaluation of Practice
 - G) Evaluation of Program

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.215 Certification of School Social Workers (2004)

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- a) Each candidate for the school service personnel certificate endorsed for school social work shall hold a master's degree in social work awarded by a regionally accredited institution of higher education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school social workers pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.140).

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.220 Requirements for the Certification of Guidance Personnel

The requirements contained in subsections (a) and (b) of this Section shall remain in force through August 31, 1993. Thereafter, the requirements set forth in subsections (c), (d), and (e) of this Section shall take effect, except that this Section is replaced by Section 25.225 of this Part.

- a) Requirements:
 - 1) Guidance specialists must hold or be qualified for a standard teaching certificate.
 - 2) Guidance specialists must hold a master's degree.
 - 3) Guidance specialists must have completed an approved program in guidance from a recognized college or university consisting of 32 semester hours of coursework. An approved program shall include supervised school-based practicum experience. Coursework should be from the eight areas of competency listed below. Appropriate courses in the areas listed in subsections (A), (B), (C), (D), (E) and (F) below are a minimum requirement. Not more than six semester hours shall be acceptable at the undergraduate level.
 - A) Principles and techniques of guidance.
 - B) Appraisal techniques.
 - C) Human growth and development.

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- D) Principles and practices in counseling.
 - E) Occupational, educational, personal and social information.
 - F) Mental hygiene and/or personality dynamics.
 - G) Organization of guidance services.
 - H) Research.
- b) All Counselors who presently hold a specialist's certificate would be eligible to obtain a School Service Personnel Certificate with a Guidance Specialist endorsement.
- c) Guidance specialists must hold or be qualified for a standard teaching certificate.
- d) Guidance specialists must hold a master's degree from a recognized teacher education institution.
- e) Guidance specialists must hold a school service personnel certificate based on completion of an approved program in guidance from a recognized college or university, consisting of 39 semester hours of coursework at the graduate level. Courses in all of the following content areas are required, and the required credit hours may be earned through completion of titled courses, seminars, or practica covering the areas described.
- 1) Human Growth and Development (3 Hours)

Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.
 - 2) Social and Cultural Foundations (3 Hours)

Includes studies of change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.
 - 3) The Helping Relationship (6 Hours)

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Includes philosophic bases of helping relationships; counseling theory, supervised practice, and application; consultation theory, supervised practice, and application; and an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.

4) Groups - (3 Hours)

Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.

5) Life Style and Career Development (3 Hours)

Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, computerized guidance services, financial aid, college admissions, approaches to career decision-making processes, and career development exploration techniques.

6) Appraisal of the Individual (3 Hours)

Includes the development of a framework for understanding the individual, including methods of data-gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and gender-related factors are also considered.

7) Research and Evaluation (3 Hours)

Includes such areas as statistics, research design, and the development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.

8) Professional Orientation (3 Hours)

Includes goals and objectives of professional organizations, code of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other school service personnel.

9) Environmental Studies (6 Hours)

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Includes the study of the school environment in which the student is planning to work. This area encompasses history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution. Issues such as chemical dependency, sexuality, and the effects of single-parent homes and blended families must be covered, as well as the needs of special populations, such as bilingual children or children with physical or mental disabilities.

- 10) Supervised Experiences (6 Hours)
- A) Appropriate supervised experiences provide for the integration and application of knowledge and skills gained in didactic study.
 - i) Supervised experiences must take place in settings that are compatible with the career goal of becoming a school counselor.
 - ii) Supervised experiences must include observation and direct work with individuals and groups within an appropriate work setting.
 - iii) Supervised experiences must provide opportunities for professional relationships with staff members in the work settings.
 - B) Supervised experiences must include laboratory, practicum, and internship activities with an appropriate, school-aged population.
 - C) Laboratory experiences, providing both observation and participation in specific activities, must be offered throughout the preparatory program.
 - D) At least 3 semester hours must be earned in a supervised counseling practicum providing interaction with individuals and groups of an appropriate, school-aged population. The practicum must include a minimum of 100 clock hours, 40 hours of which must involve direct service work with school-aged children.
 - E) At least 3 semester hours must be earned in a postpracticum internship that provides an actual on-the-job experience in a school setting. The internship must be a sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in the performance of various aspects of the

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counseling role and is gradually introduced to the full range of responsibilities associated with that role.

- i) The internship shall be waived for an applicant who holds a comparable out-of-state school service personnel certificate and has had two years' experience as a school counselor.
- ii) For applicants with less than two years of teaching experience, the internship must include a minimum of 600 clock hours, 240 hours of which must involve direct service with an appropriate clientele.
- iii) For applicants with two or more years of teaching experience, the internship must include a minimum of 300 clock hours, 200 of which must involve direct service contact with an appropriate clientele.
- iv) "Appropriate clientele" means school-aged children, parents, teachers, and other parties interested in students' welfare.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.225 Certification of School Counselors (2004)

- a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master's degree in school counseling awarded by a regionally accredited institution of higher education.
- b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Except as provided in subsection (e) of this Section, each applicant shall have completed a structured and supervised internship that is part of an approved program and entails at least 600 hours and lasts no less than one semester, during which the candidate engaged in the performance of various aspects of the counseling role and was gradually introduced to the full range of responsibilities associated with that role.
- d) Except as provided in subsections (e) and (f) of this Section, each applicant shall either:
 - 1) hold or be qualified to hold a teaching certificate; or

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- 2) have completed, as part of an approved program, coursework addressing:
- A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;
 - B) the growth and development of children and youth, and their implications for counseling in schools;
 - C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
 - D) effective management of the classroom and the learning process.
- e) An applicant who holds another state's certification in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) of this Section if he or she presents evidence of at least two years' full-time experience as a school counselor.
- f) An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) of this Section shall not be subject to the requirements of subsection (d) of this Section.
- g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.110).
- h) An applicant who holds a master's degree in a field of counseling other than school counseling shall be required to complete the equivalent of all current requirements of an approved school counseling preparation program. The Illinois institution offering the program shall review the individual's educational background and identify any of the standards set forth at 23 Ill. Adm. Code 23.110 or other applicable requirements of this Section that the individual's preparation has not addressed. Upon successful completion of the coursework and experiences offered by the institution that address the identified standards, the applicant shall be eligible to be recommended for certification by entitlement.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.227 Interim Certification of School Counselor Interns (2004)

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- (a) An individual who wishes to participate in an internship program described in Section 25.225 of this Subpart and who does not hold a valid teaching certificate shall obtain interim certification as a school counselor intern. Each applicant for this certification shall either:
- (1) have completed, as part of an approved program, all the coursework described in subsection (d)(2) of Section 25.225; or
- (2) hold a master’s degree in a field of counseling other than school counseling and be working toward completion of all requirements necessary for certification as a school counselor as described in subsection (h) of Section 25.225..
- (b) Each applicant shall be in good health, of sound moral character, and be a citizen of the United States or be legally present in the United States and possess legal authorization for employment.
- (c) Each applicant shall submit the required fee along with an application to the State Board of Education and a transcript indicating compliance with subsection (a) of this Section.
- (d) Interim certification as a school counselor intern shall be valid for three years, subject to Section 21-22 of the School Code, and shall not be renewable.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.230 Requirements for the Certification of School Psychologists

This Section is replaced by Section 25.235 of this Part.

Educational Requirements:

- a) Must have graduated with a master's degree or higher degree in psychology or educational psychology with specialization in school psychology, including a minimum of sixty (60) semester hours of coursework, field experiences, and internship at the graduate level. All academic work listed in subsection (b) of this Section is required and may be met through completion of titled courses, seminars, or practica. The requirements designated by asterisks must be met at the graduate level, while completion of the other areas is acceptable at either the graduate or the undergraduate level. Graduate credit may also be earned for academic work in related fields such as special education and educational psychology.
- b) Content Areas and Courses Graduate Semester Hours
- 1) Educational Foundations 3

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- A) Exceptional individuals
 - B) Regular and/or Special Education Methods
 - C) Foundations/Supervision/Administration of Regular and/or Special Education*
- 2) Psychological Foundations 9
- A) Learning/Cognitive Processes*
 - B) Child/Developmental Psychology*
 - C) Child Psychopathology/ Behaviorally Disturbed
 - D) Biological Bases of Behavior (e.g., neurological, physiological, and biochemical)
 - E) Personality
- 3) Professional School Psychology 2
- School Psychology*
- 4) Assessment (Ages 0-21) 8
- A) Individual Nondiscriminatory Intellectual Assessment*
 - B) Nondiscriminatory Personality Assessment (Personal/Social/Adaptive Behaviors)*
 - C) Nondiscriminatory Psychoeducational Assessment*
- 5) Intervention (from 2 of the following) 6
- A) Behavior Management/Modification
 - B) Counseling and/or Psychotherapeutic

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Methods

- C) Consultation
- 6) Statistics/Measurement/Research 3
 - A) Statistical Methods
 - B) Research Methods
 - C) Psychological Measurement/Tests and Measurement
- 7) Field Experiences (must include a minimum of 250 clock hours in a school setting and/or child study center) 2

Practicum*

- 8) Internship 4

The internship shall be a full school year in duration and include at least 1200 clock hours under the direction of an intern supervisor as defined in Section 25.610 of this Part.

- c) Must have had at least one year of supervised professional psychological experience with children of school age, preferably in a school setting and under the supervision of an individual qualified as a supervising psychologist.

- 1) Interpretation of Terms
 - A) "One year" means a school year as defined by Section 10-19 of ~~The~~ the School Code [105 ILCS 5/10-19]. Periods of less than three consecutive months may not be included.
 - B) "Full time" means full time as defined by the board of education in the system in which the individual is employed but in no case less than twenty-five (25) hours per week.
 - C) "Supervised experience" means full time work, acquired after the satisfactory completion of all academic requirements except thesis

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and/or internship for the master's degree or higher degree with school children of all ages, including work with exceptional children under the supervision of a school psychologist or other psychologist who would qualify as a school psychologist and who has had a minimum of three years of experience in the psychological assessment of children of school age.

- 2) Additional Qualifications Required
 - A) Proficiency in individual psychological examination of children including educational diagnostic techniques, ability to plan and carry out a diagnosis adequate for each particular case; ability to handle staff conferences, interpret data, and write adequate reports; proficiency in counseling and other functions that may be needed to supplement the psychological assessment of children.
 - B) Ability and willingness to work according to high standards of competence and comply with the code of ethics of recognized professional associations.
 - C) Good character, good health, citizen of the United States and at least nineteen (19) years of age, in accordance with Section 21-1 of ~~The~~ the School Code [105 ILCS 5/21-1].

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.235 Certification of School Psychologists (2004)

- a) Each candidate for the school service personnel certificate endorsed for school psychology shall hold a master's degree in psychology or educational psychology with specialization in school psychology.
- b) Except as provided in subsection (c) of this Section, each candidate shall have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) An applicant who has completed a program in another state that is not accredited by the National Association of School Psychologists shall be required to enroll in an approved school psychology preparation program. The Illinois institution offering the program shall review the individual's educational background and identify any of the standards set forth at 23 Ill. Adm. Code 23.130 that the individual's preparation

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has not addressed. Upon successful completion of the coursework offered by the institution that addresses the identified standards, the applicant shall be eligible to be recommended for certification by entitlement.

- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.130).

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.240 Standard for School Nurse Endorsement

This Section is replaced by Section 25.245 of this Part.

- a) Baccalaureate degree.
- b) Licensed as a registered professional nurse in Illinois.
- c) A total minimum of 30 undergraduate or graduate semester hours selected from the following list. Starred areas are mandatory.
 - 1) Introduction to Public Health Nursing Theory and Practice*
 - 2) Human Growth and Development*
 - 3) Introduction to Community Health Problems*
 - 4) Educational Psychology*
 - 5) Introductory Sociology*
 - 6) Educational Foundations*
 - 7) The Exceptional Child*
 - 8) Nutrition
 - 9) Communicative Skills
 - 10) Social Case Skills
 - 11) Mental Health

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- 12) School Administration
 - 13) Guidance and Counseling
 - 14) Curriculum Design
 - 15) Health Education
 - 16) Diversified Occupations--Health Careers
 - 17) Child or Adolescent Psychology
- d) One year internship under supervision of a fully qualified school nurse or two years of successful experience as a school nurse prior to effective date of this endorsement.
- e) Nurses presently holding a Standard Teacher Nurse Consultant Certificate shall, upon application, be issued a School Service Personnel Certificate with a School Nurse endorsement if they are certified prior to the effective date of this endorsement.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.245 Certification of School Nurses (2004)

- a) Each candidate for the school service personnel certificate endorsed for school nursing shall hold a bachelor's degree in nursing.
- b) Each candidate shall be licensed as a registered professional nurse in Illinois pursuant to the Nursing and Advanced Practice Nursing Act [225 ILCS 65].
- c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.120).

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.252 Certification of Non-Teaching Speech-Language Pathologists

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Certain individuals may qualify for a school service personnel certificate with a non-teaching speech-language pathologist's endorsement, as provided in Section 14-1.09b of the School Code [105 ILCS 5/14-1.09b].

- a) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code [105 ILCS 5/14-1.09b(b)(1)].
- b) Each applicant shall hold a master's or doctoral degree earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the School Code [105 ILCS 5/14-1.09b(b)(2)].
- c) Each applicant shall meet the requirements of Section 14-1.09b(3) of the School Code [105 ILCS 5/14-1.09b(3)] by:
 - 1) having completed an Illinois program approved pursuant to Subpart C of this Part that leads to certification as a speech-language pathologist; or
 - 2) having completed a program in another state or country that is comparable to the Illinois programs described in subsection (c)(1) of this Section or holding a comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 3) having completed an Illinois program of preparation in speech-language pathology that was not approved pursuant to Subpart C of this Part but was offered by a regionally accredited institution (see also subsection (d) of this Section); or
 - 4) having completed a program in another state or country that is comparable to the Illinois programs described in subsection (c)(3) of this Section (see also subsection (d) of this Section).
- d) For purposes of subsection (c) of this Section, a comparable out-of-state program is one that leads to qualification as either a teaching or a non-teaching speech-language pathologist, and a comparable out-of-state certificate is one authorizing employment in the public schools in either capacity.
- e) Prior to submitting an application to the State Board of Education, an applicant who wishes to qualify for the school service personnel certificate based on the requirements of subsection (c)(3) or (c)(4) of this Section and whose professional preparation was completed prior to July 1, 2002, shall submit his or her transcripts and descriptive material for each relevant course completed to an Illinois institution

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that offers a program of preparation for speech-language pathologists that is approved pursuant to Subpart C of this Part.

- 1) Professional personnel of the institution familiar with its approved program shall review the evidence submitted by the applicant and may request such additional information as may be needed in order to determine whether he or she has completed:
 - A) coursework leading to a general understanding of the public schools through the study of such topics as the history and philosophy of education, the structure and function of the public schools, appropriate procedures for directing learning, and the needs of students with various disabilities; and
 - B) a supervised field experience involving diagnostic and therapeutic work with school-aged children leading to an understanding of the specific problems, methods, and procedures relevant to public education.
- 2) If the individual has completed coursework and field experience fulfilling the requirements of subsection (e)(1) of this Section, the institution shall issue a letter of recommendation for the certificate, which shall be submitted to the State Board of Education along with the individual's application.
- 3) If the individual lacks required coursework and/or field experience, the institution shall identify the courses and/or practica it offers that the individual must complete in order to qualify for the certificate. Upon the individual's successful completion of any such requirements, the institution shall issue a letter of recommendation for the certificate.
- f) Prior to submitting an application to the State Board of Education, an applicant who wishes to qualify for the school service personnel certificate based on the requirements of subsection (c)(3) or (c)(4) of this Section and whose professional preparation was completed on or after July 1, 2002, shall submit his or her transcripts and descriptive material for each relevant course completed to an Illinois institution that offers a program of preparation for speech-language pathologists that is approved pursuant to Subpart C of this Part.
 - 1) Professional personnel of the institution familiar with its approved program shall analyze the applicant's preparation and may request such additional information as may be needed to determine whether the individual has achieved an understanding of the aspects of practice addressed in the content-area standards for speech-language pathologists (see the policies of the State

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Board of Education related to certification in special education under the federal court order of February 27, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.) with respect to:

- i) planning and intervention;
 - ii) the learning environment;
 - iii) service delivery;
 - iv) professional conduct and ethics; and
 - v) facilitation and advocacy.
- 2) If the individual's preparation has covered the aspects enumerated in subsection (f)(1) of this Section, the institution shall issue a letter of recommendation for the certificate, which the individual shall submit to the State Board of Education along with his or her application.
- 3) If the individual's preparation has not covered all the aspects enumerated in subsection (f)(1) of this Section, the institution shall identify the coursework and/or field experience that the applicant must complete in order to do so. Upon the individual's successful completion of any such coursework or field experience, the institution shall issue a letter of recommendation for the certificate.
- g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

(Source: Added at 28 Ill. Reg. _____, effective _____)

SUBPART E: REQUIREMENTS FOR THE CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY POSITIONS

Section 25.300 Relationship Among Credentials in Subpart E

Each administrative certificate held by an individual shall bear only one of the endorsements discussed in this Subpart E. Each of these endorsements requires separate certification.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.311 Administrative Certificate (Repealed)

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Except as provided in Section 21-5d of the School Code [105 ILCS 5/21-5d], the Administrative certificate requires:

- a) ~~a master's degree awarded by a regionally accredited institution of higher learning;~~
- b) ~~completion of a program approved for one of the endorsements specified in Sections 25.322 through 25.355 of this Part at a recognized Illinois teacher education institution and recommendation by that institution; or satisfaction of the conditions specified in Section 25.425 of this Part; and~~
- e) ~~passage of the relevant test of subject matter knowledge as specified in Section 25.710 of this Part.~~

(Source: Repealed at 28 Ill. Reg. 16031, effective _____)

Section 25.333 General Administrative Endorsement

This Section is replaced by Section 25.335 of this Part.

- a) This endorsement is required for the following positions: principal, assistant principal, assistant or associate superintendent, and other similar or related positions as indicated in 23 Ill. Adm. Code 1. Appendix B.
- b) Minimum Requirements of Graduate-Level Study

1)	Areas of Study	Semester Hours
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A)	Instructional Leadership	12
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Must include work which provides skills in:

- i) promoting academic achievement;
- ii) implementing school improvement;
- iii) long-range planning;
- iv) program evaluation; and
- v) personnel evaluation.

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B) Management of Public Schools 9

Must include work which provides skills in:

- i) personnel management;
- ii) school governance;
- iii) school law;
- iv) school finance; and
- v) interpersonal communication.

C) Schools and Public Policy 4-6

Must include work which provides skills in:

- i) establishing effective school/ community communication and involvement; and
- ii) analysis of political and social context of schools.

D) Clinical Experience appropriate to the endorsement or prior experience in a role requiring this endorsement while holding a certificate of comparable validity.

- 2) Two years of full-time teaching experience or school service personnel experience.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.335 General Administrative Endorsement (2004)

This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1. Appendix B. (See also 23 Ill. Adm. Code 29.120.)

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- a) Each candidate for the general administrative endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education that encompasses the coursework in educational administration and supervision required by Section 21-7.1(e)(2) of the School Code [105 ILCS 5/21-7.1(e)(2)].
- b) Each candidate shall have completed an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have *two years' full-time teaching or school service personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards* (Section 21-7.1(e)(2) of the School Code).
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.344 Chief School Business Official Endorsement

This Section is replaced by Section 25.345 of this Part.

- a) This endorsement is required for chief school business officials.
- b) Minimum Requirements of Graduate-Level Study

1)	Areas of Study	Semester Hours
A)	School Business Management	12
	Must include work in data processing.	
B)	School Organization and Administration	3
	Must include work in school/	

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community relations, personnel management, and organizational planning and development.

- C) School Finance and Fiscal Planning
- D) Clinical Experiences appropriate to the endorsement or prior experience while holding a certificate of comparable validity.

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- 2) Two years' school business management experience.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.345 Chief School Business Official (2004)

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

- a) Each candidate for the chief school business official's endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.
- b) Each candidate, other than a candidate whose master's degree was earned in *business administration, finance, or accounting* (see Section 21-7.1(e)(3) of the School Code [105 ILCS 5/21-7.1(e)(3)]), shall:
 - 1) have completed an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part); and
 - 2) have two years' administrative experience in school business management (Section 21-7.1(e)(3) of the School Code).
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.355 Superintendent Endorsement

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This Section is replaced by Section 25.360 of this Part.

- a) This endorsement is required for superintendents of school districts.
- b) Minimum Requirements of Graduate-Level Study

- 1) Areas of Study Semester Hours
 - A) Governance of Public Schools 6

Must include work in inter-governmental relationships in education and school/community relationships.
 - B) Management of Public Schools 6

Must include work in school improvement (i.e., the modification of curriculum and practice based upon research in effective teaching and learning) in addition to that required for the general administrative endorsement.
 - C) Educational Planning 6

Must include work in organizational development.
 - D) Additional graduate credit 12
 - E) Clinical Experiences appropriate to the endorsement or prior experience in a role requiring this endorsement while holding a certificate of comparable validity.
- 2) Two years' school supervisory or administrative experience and possession of the general supervisory or general administrative certificate or comparable out-of-state certificate.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.360 Superintendent (2004)

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This endorsement is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.)

- a) Each candidate for the superintendent's endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have *at least two years' administrative or supervisory experience in schools*, on at least a half-time basis, on a general supervisory, general administrative, or all-grade supervisory endorsement on an administrative certificate, or a comparable out-of-state credential. (See Section 21-7.1(e)(4) of the School Code [105 ILCS 5/21-7.1(e)(4)]; the superintendent's endorsement shall not be issued as an individual's first endorsement on the administrative certificate unless issued on the basis of a comparable out-of-state credential]
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.365 Director of Special Education

This endorsement shall be required for directors and assistant directors of special education beginning July 1, 2005. This endorsement is available to certain individuals based on qualifications earned on or before June 30, 2005, in accordance with subsection (e) of this Section. All other candidates shall be subject to the requirements of subsections (a) through (d) of this Section. (See also 23 Ill. Adm. Code 29.140.)

- a) Each candidate for the director of special education endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).

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- c) Each candidate shall have two years' full-time teaching experience or school service personnel experience in a field other than school nursing in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards.

- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720 of this Part.

- e) Certain individuals may receive the director of special education endorsement as specified in this subsection (e).
 - 1) An individual who has received a letter of approval as an administrator of special education from the State Board of Education at any time may receive an endorsement for director of special education by submitting an application for the endorsement accompanied by the applicable fee and a copy of his or her letter of approval.

 - 2) An individual who holds an administrative certificate and the teaching or school service personnel experience required by subsection (c) of this Section but who has never been approved as an administrator of special education may receive endorsement for director of special education at any time by submitting an application for the endorsement accompanied by the applicable fee and evidence of having completed 30 semester hours of coursework, distributed among all the areas listed in subsections (e)(2)(A) through (e)(2)(E) of this Section. These requirements must have been met on or before June 30, 2005.
 - A) Survey of exceptional children.
 - B) Special methods courses covering at least three areas of disability.
 - C) Educational and psychological diagnosis and remedial techniques.
 - D) Guidance and counseling.
 - E) Supervision of programs for children with disabilities.

 - 3) An individual who holds an administrative certificate and the teacher or school service personnel experience required by subsection (c) of this Section but who does not meet all the other requirements of subsection (e)(2) of this

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Section may receive endorsement for director of special education at any time after the content-area test for that endorsement becomes available by passing that test and submitting an application accompanied by the applicable fee. An individual who wishes to qualify for this endorsement pursuant to this subsection (e)(3) shall also be required to pass the test of basic skills if passage of that test would be required for a standard certificate pursuant to Section 25.720(a) of this Part.

(Source: Added at 28 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.415 Credit in Junior College (Repealed)

~~The Teacher Certification Board has ruled that no individual may present for purposes of certification more than nine (9) semester hours of professional education from junior colleges.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.425 Individuals Prepared in Out-of-State Institutions

An applicant who holds or is eligible to hold another state's teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate ~~upon the following conditions:~~ if he or she meets all the generally applicable requirements of Article 21 of the School Code (e.g., age, good character, citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part.

- a) ~~All statutory requirements and professional education and area of specialization requirements as defined for each certificate in this Part in effect in Illinois at the time application is made are met and verified through a transcript evaluation of credits, if the individual comes from a state with which reciprocity has not been established pursuant to Section 25.495 of this Part.~~
- b) ~~All non-educational requirements (e.g., age, citizenship or declaration of intent, good character, experience for administrative certification) are met.~~
- e) ~~The institution in which the program and degree the applicant completed was recognized by the state agency in the state in which the institution is located and qualified the person for eligibility for certification in that state, in accordance with Section 25.495 of this Part.~~
- a) ~~d)~~ The certificate sought must be comparable to the out-of-state certificate for which the

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applicant is eligible ~~is comparable to the Illinois certificate for which application is made.~~ A comparable Illinois certificate is that which is most nearly like that of the other state (e.g., a K-6 certificate from another state most nearly approximates the Illinois elementary (K-9) certificate.) ~~shall be determined on the basis of: The individual may receive endorsements comparable to those affixed to the out-of-state certificate by passing the applicable Illinois content-area tests.~~

- 1) ~~the degree to which the grade level of certification in Illinois is most nearly like that of the other state (e.g., a K-6 certificate in another state most nearly approximates the Illinois K-9 certificate and therefore would be comparable); and/or~~
- 2) ~~the subject area for which a certificate is endorsed or an area of school service or administration in Illinois is most nearly like that of the other state (e.g., a principal's certificate in another state most nearly approximates the Illinois General Administrative endorsement on the Administrative Certificate and therefore would be comparable.)~~

b) e) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to ~~one of the a~~ evaluation services listed in subsection (f) service whose evaluations are accepted by the State Board pursuant to subsection (c) of this Section.

- 1) After reviewing the documents submitted, the service shall provide to the ~~secretary of the State Teacher Certification Board~~ State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as a teacher. The ~~services~~ service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
- 2) The transcript provided by the service pursuant to subsection ~~(e)(1)~~ (b)(1) of this Section shall be reviewed to determine whether the individual qualifies for a certificate; if so, he or she shall receive such a certificate with all endorsements indicated by the coursework completed.
- 3) If the review of the individual's transcript indicates that he or she does not qualify for a certificate, he or she shall receive a notification of the deficiencies for the certificate.

c) f) ~~The evaluation~~ Evaluation services ~~that are~~ shall be approved to review foreign credentials for purposes of Illinois certification ~~are: if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers.~~ However,

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the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

- 1) ~~Consultancy on International Education (CIE)
P.O. Box 2792
Champaign, Illinois 61825-2792
Telephone 217/359-9602~~
 - 2) ~~Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, Wisconsin 53202
Telephone 414/289-3400~~
 - 3) ~~World Education Services, Inc.
P.O. Box 11623
Chicago, Illinois 60611-0623
Telephone 312/222-0882~~
 - 4) ~~International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, California 90066
Telephone 310/390-6276~~
- g) ~~Subject areas of endorsement shall be determined in accordance with the applicable provisions of Sections 25.43, 25.45, 25.99, 25.210, 25.220, 25.230, 25.240, 25.322, 25.333, 25.344, and 25.355 of this Part.~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.427 Three-Year Limitation

An evaluation for purposes of issuing a certificate (rather than an additional endorsement on a previously held certificate) will be binding on the State Board of Education for only three (3) years after it is given. At the close of that time, the evaluation and all relevant material will be discarded unless a certificate has been issued. However, should an individual apply for a certificate of a type for which a previously requested evaluation is still pending pursuant to this Section, the earlier application shall be invalidated and the relevant materials discarded immediately.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.430 Institutional Approval (Repealed)

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~~The Illinois State Teacher Certification Board accepts as a policy that it will approve only degree-granting institutions with accepted teacher education programs for institutional approval for teacher certification in Illinois. It furthermore will approve as a policy the acceptance of credit hours earned in other institutions recognized by the State Board of Education for fulfilling certification or teaching field requirements provided the total hours are limited in a less than bachelor's degree granting institution to a total of sixty (60) semester hours and that professional education deficiencies earned in these non-approved institutions shall not exceed nine (9) semester hours.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.440 Master of Arts NCATE (Repealed)

~~The Certification Board accepts a Master of Arts in Teaching Program by accredited NCATE institutions as meeting the requirements for the regular certificate, provided the minimum statutory requirements are met.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21-27 of the School Code [105 ILCS 5/21-27] shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (f) of this Section). For purposes of this Section, “outside the regular school term” means during hours when school is not in session or on days when school is not in session.

- a) An individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual payment as called for in Section 21-27(1) of the School Code for each year during which:
 - 1) he or she is employed by a school district or other public entity providing elementary or secondary education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students; and
 - 2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a form specified by the State Board of Education.
- b) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the

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School Code shall be eligible for an annual incentive payment under Section 21-27(2) of the School Code for each year during which:

- 1) he or she is employed by a school district or other public entity providing elementary or secondary education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;
 - 2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a form specified by the State Board of Education; and
 - 3) *he or she agrees in writing, using a form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers that consists of:*
 - A) *high-quality professional development for new and experienced teachers; and/or*
 - B) *assistance to candidates for certification by the National Board for Professional Teaching Standards in completing that certification process. (Section 21-27(2) of the School Code)*
- c) Requirements for Professional Development and Assistance to NBPTS Candidates
- 1) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who provides professional development to new or experienced teachers under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient on a form supplied by the State Board of Education demonstrating that he or she addressed one or more of the areas of teaching practice enumerated in this subsection (c)(1), consistent with the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and as relevant to the classroom-based needs of the recipient teacher(s):
 - A) knowledge of content and pedagogy;
 - B) assessment of students' learning and provision of timely and effective feedback to them;
 - C) classroom management strategies;
 - D) development of instructional goals;

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- E) design and delivery of instruction;
 - F) reflection on and analysis of recipient teachers' practice and their success in assisting students to reach instructional goals.
- 2) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who assists others in preparing for certification by the National Board for Professional Teaching Standards under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient on a form supplied by the State Board of Education. This record shall identify the activities performed from among those listed as allowable by the State Board based upon their relationship to specific requirements candidates must meet for NBPTS certification.
- d) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(3) of the School Code for each year during which:
- 1) he or she is employed by a school district or other public entity providing elementary or secondary education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;
 - 2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a form specified by the State Board of Education; and
 - 3) *he or she agrees in writing, using a form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers in schools on the Academic Early Warning List or in schools in which 50% or more of the students receive free or reduced-price lunches, or both.* (Section 21-27(3) of the School Code)
- e) Requirements for Mentoring
- 1) Mentoring provided in accordance with subsection (d) of this Section shall be conducted either:
 - A) as part of and in conformance with a mentoring program formally established by a school district; or

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- B) under the terms of a written agreement among the mentor teacher, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipient teachers, and those recipients, that describes the goals of the mentoring, the duration of the mentor teacher's involvement, and the amount of time expected to be devoted to each recipient teacher.
- 2) Mentoring may be provided to recipients either individually or in groups, provided that:
- A) the mentor must address one or more of the areas of teaching practice enumerated in subsection (c)(1) of this Section as relevant to the classroom-based needs of each recipient teacher; ~~and~~
 - B) ~~the mentor must meet with each recipient teacher at least once in the recipient teacher's school, unless the recipient receives services as a member of a group, in which case the mentor must meet with each recipient at least twice, provided that these meetings may take place in any schools that meet the requirements of subsection (d)(4) of this Section where members of the group perform their teaching.~~
- 3) An individual who provides mentoring under subsection (d) of this Section shall notify his or her employing district (if different from that of the recipient teacher or teachers) to this effect and, as verification of his or her eligibility for the applicable incentive payment, shall submit to the State Board of Education a written log that:
- A) meets the requirements of subsection (c)(1) of this Section; and
 - B) discusses how the mentoring was related to the academic needs of the recipient teachers' students.
- f) Insufficient Appropriations

When the funding available in any fiscal year is inadequate to cover all the payments described in this Section, payments will be prioritized.

- 1) All annual stipends described in subsection (a) of this Section shall be paid before any other payments are made.
- 2) The incentive payments described in subsection (d) of this Section shall take precedence over those described in subsection (b) of this Section.

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(Source: Amended at 28 Ill. Reg. _____, effective _____)

**Section 25.445 College Credit for High School Mathematics and Language Courses
(Repealed)**

~~One semester hour of college credit may be allowed for each unit of high school mathematics and each unit of foreign language not to exceed four (4) semester hours.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.460 Provisional Special and Provisional High School Certificates (Repealed)

~~A Provisional Special and Provisional High School Certificate may be issued to an applicant who presents evidence of having earned at least a bachelor's degree in a recognized institution of higher learning and who has a regular teaching certificate in another state, and who meets the academic requirements in the teaching field(s) taught in the public schools as established by the State Board of Education.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled

Subject to the provisions of this Section, a school district, cooperative, or joint agreement may receive short-term approval to employ an individual who does not hold the qualifications required for a vacant position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position.

- a) The employing entity shall file with the regional superintendent:
- 1) a description of the vacant position, including the subject area and the grade level;
 - 2) evidence of inability to fill the position with a fully qualified individual, including a list of the candidates who applied, a list of those who were interviewed, and the reason each was not interviewed or was not selected, as applicable;
 - 3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
 - 4) the name and Social Security number of the individual the entity wishes to employ for the position, as well as a list of the certificate number(s) and type(s) held by that individual;

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- 5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;
 - 6) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C of this Part that leads to certification in the subject area to be taught that the individual who will be employed is enrolled in courses that are designed to meet the standards applicable to that subject area; and
 - 7) an statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100(b)(2) of this Part) by the time the renewal periods available under subsection (d) of this Section have been exhausted.
- b) Short-term teaching approval pursuant to this Section shall be issued only when the individual identified by the employing entity:
- 1) holds an initial, standard, or master certificate that is valid for the grade level of the proposed assignment;
 - 2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and
 - 3) has filed the statement of intent called for in subsection (a)(7) of this Section.
- c) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term authorization for the named individual to teach in the specific position for which the application was made.
- 1) Such a letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such it shall not be transferable to any other individual, employing entity, or teaching assignment.
 - 2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent's letter on file and make it available for inspection by representatives of the State Board of Education upon request.

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- d) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 following the date of issuance. The State Superintendent may renew such approval for a maximum of two additional periods of one year each, provided that in each instance:
- 1) the employing entity has filed the information called for in subsections (a)(1) through (a)(6) of this Section with respect to the renewal year; and
 - 2) the individual to be employed presents evidence of having completed at least one course in the subject area since the most recent issuance of the authorization.
- e) After the end of the second renewal period permitted under subsection (d) of this Section, the individual shall not be eligible to teach in the subject area for which approval was granted unless he or she has received an endorsement for that subject.

(Source: Added at 28 Ill. Reg. ____, effective _____)

Section 25.465 Credit (Repealed)

~~Credit may not be counted in both subject matter and professional education.~~

(Source: Repealed at 28 Ill. Reg. ____, effective _____)

Section 25.470 Meaning of Experience on Administrative Certificates (Repealed)

~~The experience for the superintendent endorsement on the Administrative Certificate is interpreted to mean at least half-time employment as a supervisor or administrator.~~

(Source: Repealed at 28 Ill. Reg. ____, effective _____)

Section 25.480 Credit for Certification Purposes (Repealed)

~~An institution may grant credit for certification purposes only based on an examination to establish proficiency for placement. When such credit is shown on the student's transcript, it may be accepted for teacher certification purposes.~~

(Source: Repealed at 28 Ill. Reg. ____, effective _____)

Section 25.493 Part-Time Teaching Interns

- a) ~~The entitlement officer of the college or university with a State Teacher Certification Board~~ an approved program leading to a master's degree of which a part-time

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teaching internship is a component, such as the Master of Arts in Teaching (MAT) program, shall submit a list of the students and the districts in which the part-time teaching internship is to occur to the ~~Secretary of the State Teacher Certification Board~~ State Superintendent of Education. Upon verification of the approved program, the ~~Secretary of the Board~~ Superintendent shall transmit a letter to the district superintendent authorizing the school board to employ such interns.

- b) The colleges shall verify the student's bachelor's degree as one from a recognized institution of higher learning and shall specify the exact nature of the part-time teaching internship assignment in reporting to the ~~Secretary of the Board~~ State Superintendent.
- c) Only those students who are enrolled in programs leading to a master's degree approved by the ~~State Teacher Certification Board~~ of Education shall be eligible for employment as part-time teaching interns, and an individual's part-time teaching must be done in a field for which he or she is being prepared.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.495 Approval of Out-of-State Institutions and Programs (Repealed)

- a) ~~The State Board of Education, in consultation with the State Teacher Certification Board, may from time to time enter into reciprocal agreements with other states that entitle candidates who complete approved programs in those states and meet all other applicable Illinois requirements to receive certification in Illinois.~~
 - 1) ~~In order for its candidates to receive reciprocal consideration from Illinois, another state shall have adopted a system for the approval of teacher preparation programs that includes the following elements:~~
 - A) ~~adoption of state standards for program approval;~~
 - B) ~~a requirement that each provider of teacher preparation programs submit to the responsible state agency evidence that its programs meet or exceed applicable standards; and~~
 - C) ~~evaluation of each approved program, including periodic on-site visits by a program evaluation team, no less frequently than once every seven years.~~
 - 2) ~~A state to whose candidates Illinois extends reciprocal consideration shall make its standards for the approval of teacher preparation programs available~~

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~~upon request by the Illinois State Board of Education or State Teacher Certification Board.~~

- ~~3) A state to whose candidates Illinois extends reciprocal consideration shall permit representatives of the Illinois State Board of Education or State Teacher Certification Board to observe on-site visits to preparation programs seeking approval.~~

- b) ~~When a candidate from a state with which reciprocity has been established pursuant to subsection (a) of this Section applies for an Illinois certificate, he or she shall be required to submit an official transcript from the approved program (and from the program in which a bachelor's degree was earned, if different from the approved program). Each such individual shall also be required to pass the test(s) required under Section 25.11(b) of this Part unless he or she holds certification issued by the National Board for Professional Teaching Standards.~~

- e) ~~For purposes of this Section, the term "state" includes the District of Columbia and the protectorates and territories administered by the United States.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

**SUBPART G: THE UTILIZATION OF TEACHER AIDES AND
OTHER NONCERTIFIED PERSONNEL**

Section 25.510 Paraprofessionals; Teacher Aides

- a) Definition of Terms
 - 1) ~~The terms "paraprofessionals" and term "teacher aides" shall be used to refer to the noncertificated personnel authorized by Section 10-22.34 of the School Code [105 ILCS 5/10-22.34] to be law and employed to assist in instruction. The terms "paraprofessional" and "teacher aide" shall be considered synonymous.~~
 - 2) "Immediate or direct supervision and control" shall refer to the teacher's responsibility for continuous management of the paraprofessional's ~~teacher aide's~~ activities.
 - 3) "Instructional judgment" shall refer to the teacher's responsibility for making the determination of a student's scholastic activities.

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- 4) "Continuously aware" shall denote the requirement that the teacher have full knowledge of the paraprofessional's ~~teacher aide's~~ activities and shall be able to control or modify them at any time.
- b) Utilization of Paraprofessionals ~~Teacher Aides~~
- 1) A paraprofessional ~~Teacher Aide~~ shall be under the direct supervision and control of a fully certificated teacher when assisting with ~~the~~ instruction. Areas of instruction requiring such supervised assistance shall include, though are not necessarily limited to, classrooms, laboratories, shops, playgrounds, organized physical education period, libraries--if utilized as instructional settings, and such other educational settings where instructional judgment requires the supervision of a fully certificated teacher.
 - 2) Paraprofessionals ~~Teacher Aides~~ shall not be utilized as substitutes for or replacement of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgment when assigning duties, such duties not to infringe upon the "instructional judgment" reserved for teachers.
- c) Approval of Paraprofessionals ~~Teacher Aides~~
- 1) Service as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that no approval is required for paraprofessionals employed in programs for students with disabilities unless the programs are supported with federal Title I, Part A, funds.
 - 2) Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent of Education, accompanied by evidence that he or she meets the requirements of subsection (d) of this Section. Each individual who wishes to serve as a paraprofessional in a program supported with federal Title I, Part A, funds shall submit an application for approval accompanied by evidence that he or she meets the requirements of subsection (e) of this Section. Each applicant who qualifies ~~Teacher Aides~~ shall be issued a statement of approval, which shall indicate whether it applies to programs supported with federal Title I, Part A, funds attesting to their satisfactory fulfillment of qualifications, such statement to be issued by the State Teacher Certification Board.
 - 2) ~~No one shall act as a Teacher Aide without a statement of approval.~~

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- 3) ~~All requirements affecting utilization of noncertificated personnel are waived for candidates participating in clinical experiences as part of a preparation program when the following conditions are met:~~
- A) ~~The candidate is an enrolled student at a recognized Illinois teacher education institution;~~
 - B) ~~The candidate engages in clinical experience as part of an approved teacher education program; and~~
 - C) ~~Agreements involving public schools as clinical sites incorporate the requirements in Section 10-22.34 of The School Code:~~
 - i) ~~When noncertificated candidates assist in instruction, they must be under the immediate supervision of a teacher holding a valid certificate and who is directly engaged in teaching the subject matter or conducting other learning activities; and~~
 - ii) ~~The cooperating teacher must constantly evaluate the candidate's activities and be able to control or modify them.~~
- d) ~~Qualifications for Teacher Aides~~

Each paraprofessional shall be of good character and shall be a citizen of the United States or legally present and authorized for employment. Each paraprofessional shall be subject to that portion of Section 24-5 of the School Code [105 ILCS 5/24-5] which requires physical fitness and freedom from communicable disease, including annual evidence of freedom from tuberculosis. To receive approval to serve as a teacher aide, an individual shall either:

- 1) complete a training program for paraprofessionals that has been approved either by the Illinois Community College Board or by the State Board of Education in consultation with the State Teacher Certification Board; or
- 2) present evidence of having completed 30 semester hours of college credit at a regionally accredited institution of higher education; or
- 3) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board; or
- 4) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the State Teacher

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Certification Board and present verification by the employing district or other entity that:

- A) the individual's classroom performance was observed as part of a formal evaluation that yielded a satisfactory rating; or
- B) the individual's classroom performance was observed prior to employment and the district's representative has concluded that the individual was effective in performing the assigned duties.

e) In addition to meeting the requirements of subsection (d) of this Section, each paraprofessional employed to assist with instruction in a program supported with federal Title I, Part A, funds is subject to the additional requirements of Section 1119 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110). No paraprofessional may be assigned to serve in such a capacity after the deadline established in federal law for the group of which he or she is a member unless he or she holds a statement of approval that is specific for this purpose. To qualify for this purpose, an individual shall either have completed two years of study at an institution of higher education, hold an associate's or higher degree, or successfully complete a formal State or local assessment.

- 1) Completion of "two years of study at an institution of higher education" means completion of at least 60 semester hours of college coursework at an accredited institution of higher education.
- 2) "Formal State assessment" means:
 - A) either of the tests discussed in subsections (d)(3) and (d)(4) of this Section; or
 - B) possession of a statement of approval issued under subsection (d)(1) or (d)(2) of this Section and accumulation of 300 Professional Training Points (PTPs).
 - i) Work experience as a paraprofessional in a public or nonpublic school shall be credited at the rate of 30 PTPs per year, up to a maximum of 150 PTPs.
 - ii) College coursework shall be credited at the rate of 15 PTPs per semester hour.
 - iii) Completion of the Paraprofessional Test Preparation Curriculum developed by the Illinois Community College

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Board in partnership with the Illinois State Board of Education shall be credited as 15 PTPs.

iv) Additional training activities shall be credited at the rate of one PTP per hour of the individual's direct participation, provided that training activities shall be creditable only if they address or enhance the paraprofessional's ability to assist in the academic content areas of reading/language arts, writing, or mathematics or in reading readiness, writing readiness, or mathematics readiness.

3) "Formal local assessment" means a local assessment that conforms to the guidelines established in section C-5 of the Draft Non-Regulatory Guidance of November 15, 2002, published on the subject of Title I Paraprofessionals by the United States Department of Education.

~~To secure approval to serve as Teacher Aide either of the following qualifications shall be met:~~

1) ~~Successful completion of a Teacher Aide training program approved by the State Superintendent of Education, in consultation with the State Teacher Certification Board. Persons may secure approval to serve as Teacher Aides by evidencing successful completion of at least thirty (30) semester hours of college credit in a recognized institution of higher education.~~

2) ~~A Teacher Aide is subject to that portion of Section 24-5 of the The School Code which requires physical fitness and freedom from communicable disease including annual evidence of freedom from tuberculosis.~~

f) e) Administrative Requirements Administration of Teacher Aides

1) Each school district shall submit a list of all paraprofessionals ~~Teacher Aides~~ employed by that district to the State Superintendent of Education with its annual application for recognition each year, the "School District Annual Report and Application for Recognition."

2) ~~Improper use of a Teacher Aide by a school may affect the recognition status of that school.~~

3) Each school district shall maintain a file for each paraprofessional ~~Teacher Aide~~, including his/her functions. Included in that file shall be the statement of approval and evidence that an Aide has met the other qualifications established for Teacher Aides.

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3) Each school district shall be responsible for ensuring that no individual is employed as a paraprofessional without a statement of approval, unless the exception stated in subsection (c)(1) of this Section applies, and that paraprofessionals are assigned only to tasks for which their approval is valid.

g) Revocation of Approval

1) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been designated as a “sex offender” as defined in Section 2 of the Sex Offender Registration Act [730 ILCS 150/2] or as a “child sex offender” as defined in Section 11-9.3 of the Criminal Code of 1961 [720 ILCS 5/11-9.3], or has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act [325 ILCS 5/Art.1], the State Superintendent may revoke an individual’s approval after the individual has had an opportunity for a hearing before the State Teacher Certification Board pursuant to 23 Ill. Adm. Code 480 (Hearings Before the State Teacher Certification Board). The State Superintendent’s decision shall be considered an “administrative decision” for purposes of the Administrative Review Law [735 ILCS 5/3-101 et seq.].

2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been convicted of any sex offense or narcotics offense as defined in Section 21-23a of the School Code [105 ILCS 5/21-23a] or has been convicted of first degree murder, attempted first degree murder, or a Class X felony, the State Superintendent shall forthwith revoke the individual’s approval.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.520 Other Noncertificated Personnel

~~Other noncertificated personnel may be utilized by school districts in accordance with Section 10-22.34 and Section 10-22.34a of The School Code.~~

a) In accordance with Sections 10-22.34 and 10-22.34a of the School Code [10 ILCS 5/10-22.34 and 10-22.34a], noncertificated ~~Such~~ personnel may be employed or utilized on a volunteer basis, and may be utilized for school activities not directly connected with the academic program of the schools. Such areas of utilization include:

a) 1) Clerical duties, as in an office or library;

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- ↳ 2) Chaperones or sponsors;
- ↳ 3) Playgrounds, during free play and not during part of an organized physical education period.

- b) In accordance with Section 10-22.34(d) of the School Code [105 ILCS 5/10-22.34(d)], school districts may utilize noncertificated persons who are completing their clinical experiences and/or student teaching.
 - 1) All requirements affecting utilization of noncertificated personnel are waived for candidates participating in clinical experiences as part of a preparation program when the following conditions are met:
 - A) The candidate is an enrolled student at a recognized Illinois teacher education institution;
 - B) The candidate engages in clinical experience as part of an approved teacher education program; and
 - C) Agreements involving public schools as clinical sites incorporate the requirements in Section 10-22.34 of the School Code:
 - i) When noncertificated candidates assist in instruction, they must be under the immediate supervision of a teacher holding a valid certificate and who is directly engaged in teaching the subject matter or conducting other learning activities; and
 - ii) The cooperating teacher must constantly evaluate the candidate's activities and be able to control or modify them.
 - 2) Noncertificated personnel enrolled in a student teaching course at a college or university are not required to be under the constant supervision of a teacher, provided that such activity has the prior approval of the representative of the higher education institution, that teaching plans have been previously discussed with and approved by the supervising teacher, and such teaching is performed in accordance with Section 25.620 of this Part (see Section 10-22.34 of the School Code [105 ILCS 5/10-22.34]).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART H: CLINICAL EXPERIENCES

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Section 25.610 Definitions

"Clinical Experiences." That part of the professional preparation program enabling candidates preparing for certificated roles to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking certification. These practical and structured experiences insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a certificated role. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

"College Supervisor." That person employed by the institution of higher education to supervise candidates engaged in clinical experiences.

"Cooperating Teacher." That person employed by a school district directly engaged in teaching pupils in a school and who is immediately responsible for a student engaged in clinical experiences.

"Directed Observation." A clinical experience involving observation of practitioners working under the direction of representatives of schools or teacher education institutions. This experience is planned, guided and evaluated by a mentor or supervisor and can occur in a variety of educational settings and situations.

"Intern Supervisor." That person employed by a school district directly engaged in school service personnel work in a school building and who is immediately responsible for a school service personnel intern.

"Internship." A sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The use of internship is usually restricted to school service personnel and administrative programs.

~~"Practicum." A term equivalent to internship.~~

"Student Teaching." A form of internship established by Illinois statute calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization,

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evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel.

"Supervised Participation." A wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.848 General Responsibilities of LPDCs

- a) Each LPDC shall post the schedule of its meetings.
- b) Each LPDC shall comply with the applicable timelines set forth in this Subpart J and shall maintain records demonstrating such compliance.
- c) Each LPDC shall acknowledge in writing its receipt of an application for renewal of an individual's certificate(s) if such an acknowledgment is requested by the certificate-holder pursuant to Section 25.830(d) of this Part.
- d) Each LPDC shall request from the exclusive representative the appointment of such alternates for its teacher members as may be necessary to ensure that no certificate-holder reviews his or her own plan for continuing professional development, evidence of completion of activities, or application for certificate renewal or the plan, evidence, or application of another individual who supervises or evaluates, or is supervised or evaluated by, him or her. If another LPDC is operating within the same school district, such alternates shall be chosen from among the teacher members of that LPDC.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.850 General Responsibilities of Regional Superintendents

- a) Each regional superintendent of schools shall designate an employee who will be responsible for making all forms required pursuant to this Subpart J available to certificate-holders, members of local and regional professional development committees, and others who need to use them. Each regional superintendent of schools shall also designate an employee who will be responsible for tracking the

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receipt and distribution of the written materials called for in this Subpart J that are submitted to or through the regional office. Nothing shall preclude the same individual from fulfilling both the functions specified in this subsection (a).

- b) Each regional superintendent shall determine the number of regional professional development review committees needed in the region.
 - 1) The number of committees that will operate in a region shall be at the regional superintendent's discretion, so long as the committees established are able to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J.
 - 2) Each regional superintendent may distribute responsibility among RPDRCs according to district, building, grade level, type of certificate, subject matter area, or any other factor the regional superintendent deems appropriate.
 - 3) Each regional superintendent shall ensure that sufficient alternate members are available to the region's RPDRC or RPDRCs to ensure that no member reviews any matter raised by an individual for whom he or she is either a supervisor or a subordinate and to avoid other potential conflicts of interest.
- c) Each regional superintendent shall publicize the way in which certificate-holders can contact the RPDRCs. In each case, the address of the regional superintendent's office shall be identified as the address of the RPDRC. If a schedule for RPDRC meetings is set, the regional superintendent shall publicize that schedule.
- d) Each regional superintendent shall provide written information to members of the RPDRCs concerning the method for reimbursement of their expenses, identification of reimbursable items, and rates of reimbursement.
- e) Each regional superintendent shall receive, review, respond to, and keep on file the plans of the teachers for which he or she serves as the LPDC (i.e., nonpublic school teachers, teachers in State-operated schools, and substitute and inactive teachers who elect to maintain their certificates as valid and active).
 - 1) A regional superintendent may identify one or more designees to assist him or her in functioning as an LPDC and may further designate individuals or committees to provide him or her with advice and recommendations on related matters.
 - 2) No designee appointed by the regional superintendent to assist in serving as an LPDC may serve on an RPDRC that considers matters related to the same type(s) of certificates.

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- f) Each regional superintendent shall review all recommendations for certificate renewal or nonrenewal and, using a form supplied by the State Board of Education, shall forward those recommendations to the State Teacher Certification Board along with an indication of his or her concurrence or non-concurrence. The regional superintendent shall forward the documentation specified in Section 25.835(i) of this Part as applicable in each case.
- g) If any individual's application indicates that he or she may be or is out of compliance with Section 10-65 of the Illinois Administrative Procedure Act with regard to child support payments, the regional superintendent shall separate any such application or applications from those pertaining to certificates that are recommended for renewal and shall forward them to the Secretary of the State Teacher Certification Board whenever he or she forwards the remainder of the materials called for in subsection (f) of this Section, calling the Secretary's attention to the potential noncompliance.
- h) Each regional superintendent shall notify all LPDCs and RPDCs in his or her region of the State priorities referred to in Section 25.810 of this Part.
- i) Based upon information provided by the certificate-holders in his or her region, each regional superintendent shall enter data into the centralized registry indicating the valid and active or valid and exempt status of each certificate for each semester of its validity.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

**SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING
CERTIFICATE**

Section 25.900 Applicability of Requirements in this Subpart

Pursuant to Section 21-2(c) of the School Code [105 ILCS 5/21-2(c)], the requirements of this Subpart K shall apply beginning on July 1, 2003, to each holder of an Illinois initial or initial alternative teaching certificate, or an equivalent certificate issued by another state, who has completed four years of teaching and is seeking a standard teaching certificate. An individual who has fulfilled the requirements of this Subpart K and received one standard certificate as a result shall be deemed to have satisfied the requirements of this Subpart K with respect to any subsequent early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)

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Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NPBTS as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

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

- b) An eligible entity that offers or plans to offer coursework that will result in candidates' eligibility for the standard teaching certificate shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework addresses the five "core propositions" that guide the National Board's certification initiatives: ~~the need for high and rigorous standards; reliance on performance-based assessments; acknowledgment of the complexity of teaching; the importance of quality assurance and professional accountability; and the potential for influencing change within the educational system.~~
 - 1) Teachers are committed to students and their learning.
 - 2) Teachers know the subjects they teach and how to teach those subjects to students.
 - 3) Teachers are responsible for managing and monitoring students' learning.
 - 4) Teachers think systematically about their practice and learn from experience.
 - 5) Teachers are members of learning communities.

- c) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice in light of applicable standards, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice.
 - 1) These required elements may be provided either by means of the activities described in Section 25.915(c)(1) through (c)(4) of this Part or by using another sequence of activities that is designed to provide beginning teachers with direct feedback from experienced teachers and a structure for reviewing

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their own teaching in light of this feedback and in light of their students' performance.

- 2) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.
- d) As evidence of completion, the candidate for a standard certificate shall submit to the responsible LPDC a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.
- e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for the standard teaching certificate under this Section.
- f) An eligible Illinois entity that offered coursework relevant to this Section prior to July 1, 2003, may apply to the State Superintendent, based on the submission of material meeting the requirements of subsection (b) of this Section, for verification that the coursework met the requirements of this Section so that individuals who have completed it may fulfill the requirements of this Subpart K on that basis. An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(C) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.945 Procedural Requirements

- a) In order to qualify for a standard teaching certificate, a holder of an initial teaching certificate shall choose one of the methods described in Section 25.905 of this Part. ~~Prior to completing four years of teaching experience. No later than two years after receiving an initial certificate or January 1, 2004, whichever occurs later,~~ he or she shall provide written notification of the method chosen to the local professional development committee (LPDC) established pursuant to Section 25.845 of this Part that is responsible for the type of certificate held or, if applicable, to the regional superintendent who is considered to be the LPDC for holders of standard certificates in similar employment pursuant to Section 25.815(a) of this Part.

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- b) The responsible LPDC shall respond within 60 days after receiving written notification from an individual as to whether the method he or she has chosen is acceptable as a means of qualifying for a standard teaching certificate. If the individual has chosen a method not in conformance with Section 21-2(c) of the School Code and this Subpart K, the committee's response shall inform the individual of the nature of the method's nonconformance so that he or she may select a method that, upon successful completion, will contribute towards the acquisition of a standard teaching certificate.
- c) *A person must complete his or her chosen requirement before the expiration of his or her initial teaching certificate and must submit evidence of having done so to the Local Professional Development Committee. [105 ILCS 5/21-2(c)(5)]* The required evidence of completion shall be as specified in Sections 25.910, 25.915, 25.920, 25.925, 25.930, 25.935, and 25.940 of this Part, as applicable to the requirement chosen.
- d) *Within 30 days after receipt of a person's evidence of completion, the LPDC shall forward the evidence of completion to the responsible regional superintendent of schools, along with the LPDC's recommendation, based on that evidence, as to whether the person is eligible to receive a standard teaching certificate. Concurrently, the LPDC shall provide a copy of this recommendation to the affected person. [105 ILCS 5/21-2(c)(5)]*
- e) Upon receipt of notification by the LPDC that a recommendation has been forwarded to the regional superintendent, the certificate-holder shall submit to the regional superintendent his or her application for a standard certificate, along with the fee required pursuant to Section 21-12 of the School Code [105 ILCS 5/21-12].
- f) *The regional superintendent of schools shall review the evidence of completion submitted by a person and, based upon compliance with all of the requirements for receipt of a standard teaching certificate, including the completion of four years of teaching, shall forward to the State Board of Education a recommendation for issuance or non-issuance. Concurrently, the regional superintendent shall notify the affected person of the recommendation forwarded. [105 ILCS 5/21-2(c)(5)]* Using a format prescribed by the State Board of Education, the regional superintendent shall forward his or her recommendation regarding a particular individual, as well as the LPDC's recommendation, within 30 days after receiving the LPDC's recommendation regarding that person. The regional superintendent shall be responsible for retaining the evidence of completion submitted with respect to applicants for standard certification in accordance with the requirements of the Local Records Act [50 ILCS 205].

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- g) If the regional superintendent's recommendation with regard to any person is to deny issuance of the standard teaching certificate:
- 1) the regional superintendent shall state his or her rationale for the recommendation;
 - 2) the individual's copy of the regional superintendent's notification shall be sent by certified mail, return receipt requested; and
 - 3) the regional superintendent shall return the application fee with the notification.
- h) *Upon review of regional superintendents' recommendations, including any rationales provided pursuant to subsection (g)(1) of this Section, and the respective applications for certification, the State Board of Education shall issue standard teaching certificates to those who qualify and shall notify in writing, via certified mail, return receipt requested, persons affected by the denial of standard teaching certificates.* [105 ILCS 5/21-2(c)(5)] Each notification shall include a rationale for the State Board's refusal to issue a standard certificate.
- i) Within 14 days after receipt of notice that the State Board of Education has denied him or her a standard teaching certificate based on failure to meet the requirements of this Subpart K, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.
- 1) Each appeal shall state the reasons why the State Board's decision should be reversed and shall be sent by certified mail, return receipt requested.
 - A) Appeals shall be addressed to:

State Teacher Certification Board
Secretary
100 North First Street
Springfield, Illinois 62777
 - B) No electronic or facsimile transmissions will be accepted.
 - C) Appeals postmarked later than 14 calendar days after receipt of notifications of denial will not be processed.
 - 2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:

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- A) evidence that he or she has satisfactorily completed one of the options outlined in this Subpart K as a means of qualifying for the standard teaching certificate; and
 - B) any other relevant documents.
- j) Upon receipt of an appeal, the State Teacher Certification Board shall request the record of review from the State Superintendent of Education for consideration at its next available meeting. In reviewing the appeal, the Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:
- 1) the individual's application for a standard certificate;
 - 2) the rationale for the State Board's refusal to issue a standard certificate;
 - 3) the available evidence of completion;
 - 4) the appeal form; and
 - 5) any additional information submitted by the individual to support the appeal.
- k) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days' notice of the date, time, and place of the hearing shall be given to the affected individual.
- l) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
- m) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding the issuance of a standard certificate by certified mail, return receipt requested, no later than 30 days after reaching a decision.
- n) The decision of the State Teacher Certification Board regarding an appeal is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

(Source: Amended at 28 Ill. Reg. _____, effective _____)

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Section 25.Appendix C Exchange of Certificates

Existing Certificate	Description	Exchanged for:
Early Childhood Certificates:		
02 Early Childhood	To Age 6 excluding K	Standard Early Childhood (0 to 6, excluding K)
04 Early Childhood	Age 0-Grade 3	Standard Early Childhood (0 to grade 3)
06 Kindergarten-Primary	K-3	Standard Early Childhood (K-3)
45 Life Kindergarten	K-3	Standard Early Childhood (K-3)
Elementary Certificates:		
03 Standard Elementary	K-9	Standard Elementary
42 Life Elementary	1-8	Standard Elementary
High School Certificates:		
09 Standard High School	6-12	Standard Secondary
11 Vocational	7-12 Field Endorsed	Standard Secondary
14 Junior College	9-14 Field Endorsed	Standard Secondary
47 Life High School	6-12	Standard Secondary
49 Life Junior College	9-14 Field Endorsed	Standard Secondary
Special Certificates:		
10 Standard Special	K-12 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
17 Special Exceptional Children	K-14 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
48 Life Special	K-14 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
50 Life School Librarian	K-14 Library	Standard Special or both Standard Elementary and Standard Secondary

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Individuals who receive Standard Special, Elementary and/or Secondary certificates will receive on those certificates the same endorsements they currently hold.

Holders of Standard Special Certificates may exchange them for either a Standard Special or both a Standard Elementary and Standard Secondary. If they choose the Standard Elementary and Standard Secondary Certificates, they will receive on those certificates only the endorsements they hold. That is, they will not be qualified to teach self-contained general education classrooms (unless they have also completed an approved program for the elementary certificate and have passed the elementary/middle grades content-area test hold the endorsement described in Section 25.99(f) of this Part), but will receive on those certificates only the endorsements they hold. (For example, a holder of a special certificate endorsed for a particular subject area may teach only in that subject area, and a holder of a certificate endorsed for serving students with a specific disability may serve only in a classroom serving such students.) They will have the option of adding onto the elementary and secondary certificates any other endorsements for which they qualify.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

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Section 25. Appendix D National Board and Master Certificates (Repealed)

Certificate Issued by National Board for Professional Teaching Standards	Equivalent Illinois Certificate
Early Childhood	Early Childhood Master
Middle Childhood	Elementary Master
Early and Middle Childhood	Early Childhood Master and Elementary Master
Early Adolescence	Elementary Master or Secondary Master
Adolescence and Young Adulthood	Secondary Master
Early Adolescence through Young Adulthood	Elementary Master and Secondary Master
Early Childhood through Young Adulthood	Special K-12 Master or Special Preschool-Age 21 Master

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

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Section 25.Appendix E Endorsement Structure Beginning October 1, 2004

Section 25.100 of this Part explains the applicability of “designations” where shown as required in the following table. An asterisk next to the name of an endorsement or designation indicates that there is no content-area test for that credential. The relevant provisions of Section 25.100(f) of this Part shall apply in those cases.

<u>Endorsements Available as of July 1, 2004</u>	<u>Designations</u>	<u>Endorsements Previously Issued</u>
<u>Fundamental Learning Areas</u> <u>English Language Arts</u>	None	<u>English</u> <u>Journalism</u> <u>Language Arts</u> <u>Speech</u>
<u>Reading Teacher</u> <u>Reading Specialist</u> <u>Mathematics</u> <u>Sciences – Designation Required</u>	None None None <u>Biology</u>	<u>Reading</u> <u>Reading</u> <u>Mathematics</u> <u>Biological Science</u> <u>Botany</u> <u>Physiology</u> <u>Zoology</u> <u>Chemistry</u> <u>Aerospace</u> <u>Astronomy</u> <u>Earth Science</u> <u>Geology</u>
	<u>Chemistry</u> <u>Earth and Space Science</u>	<u>Physical Geography</u> <u>Biological Science</u> <u>Physical Science</u> <u>General Science</u> <u>Physics</u>
	<u>Environmental Science</u>	
	<u>Physics</u>	

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Social Sciences –
Designation
Required

Economics
Geography
History

Political Science
Psychology
Sociology and Anthropology

Physical Education
Health Education
Dance
Drama/Theatre Arts
Music

None
None
None
None
None

Visual Arts
Foreign Languages –
Designation
Required

None
Chinese
French
German
Hebrew
Italian
Japanese
Korean
Latin
Russian
Spanish

Additional Teaching
Fields

Agricultural
Education

None
(May qualify for designation as Work-Based
Learning Teacher/Coordinator)

Economics
Geography
History
U.S. History
World History
Political Science
Psychology
Anthropology
Sociology
Physical Education
Health Education
Dance
Theatre and Drama
Music
Instrumental Music
Vocal Music
Art
None
French
German
Hebrew
Italian
None
None
Latin
Russian
Spanish

Agricultural Business and
Management
Agriculture
Agricultural Power and
Machinery
Horticulture
Agricultural Resources

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<u>Business, Marketing, and Computer Education – Designation Optional</u>	<u>Business Computer Programming*</u> (May also qualify for designation as <u>Work-Based Learning Teacher/Coordinator</u>)	<u>Accounting</u> <u>Basic Business</u> <u>Business Computer Programming</u> <u>Business/Marketing/Management</u> <u>Information Processing</u> <u>Information Processing/Secretarial</u> <u>Marketing</u> <u>Safety and Driver Education</u>
<u>Safety and Driver Education*</u> <u>English as a New Language (ENL) – Designation Optional</u> <u>Family and Consumer Sciences – Designation Required</u>	<u>None</u> <u>Bilingual Education</u> <u>Apparel and Textiles*</u> <u>Living Environments*</u> <u>Nutrition, Wellness, and Hospitality*</u> (May also qualify for designation as <u>Work-Based Learning Teacher/Coordinator</u>)	<u>Bilingual Education</u> <u>English as a Second Language</u> <u>Child and Day Care Services</u> <u>Consumer Education and Resource Management</u> <u>Fashion and Clothing Services</u> <u>Food and Nutrition Services</u> <u>Home Economics</u> <u>Institutional and Home Management Services</u> <u>Interior Furnishings Services/Living Environments</u> <u>Interpersonal, Family Relationships, Parenting</u> <u>Health Occupations</u>
<u>Health Careers</u>	<u>None, but licensure in a specific occupation is required</u> (May qualify for designation as <u>Work-Based Learning Teacher/Coordinator</u>)	
<u>Library Information Specialist</u> <u>Technology Education – Designation Required</u>	<u>None</u> <u>Architectural Drafting*</u> <u>Automotive Technician*</u> <u>Chemical Process Technical Operators*</u> <u>Entry-Level Truck Driver*</u> <u>Finishing and Distribution*</u> <u>HVAC/R Technician*</u> <u>Imaging/Pre-Press*</u> <u>Machining Skills*</u> <u>Mechanical Drafting*</u> <u>Metal Stamping Skills*</u>	<u>Media</u> <u>Industrial Technology Education</u> <u>Construction</u> <u>Electronics</u> <u>Graphic Communications</u> <u>Transportation</u> <u>Manufacturing</u> <u>Industrial Technology</u> <u>Public Service</u> <u>Drafting/Design</u> <u>Autobody Repair</u> <u>Heating, Ventilation and Air</u>

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	<u>Plastics Molding*</u> <u>Press Operations*</u>	<u>Conditioning</u>
	(<u>May also qualify for designation as</u> <u>Work-Based Learning</u> <u>Teacher/Coordinator</u>)	
<u>Technology</u> <u>Specialist</u>	<u>None</u>	<u>Computer Technology</u> <u>Instructional Technology</u>
<u>Elementary</u> <u>Self-Contained</u> <u>General Elementary</u> <u>Education</u>	<u>None</u>	<u>Self-Contained General Education</u>
<u>Early Childhood</u> <u>Early Childhood</u> <u>Early Childhood</u> <u>Special Education</u>	<u>None</u> <u>None</u>	<u>Early Childhood</u>
<u>Administrative</u> <u>Chief School</u> <u>Business Official</u> <u>Director of Special</u> <u>Education</u> <u>General</u> <u>Administrative</u> <u>Superintendent</u>		<u>Chief School Business Official</u> <u>Director of Special Education</u> <u>General Administrative</u> <u>Superintendent</u>
<u>School Service</u> <u>Personnel</u> <u>School Counselor</u> <u>School Nurse</u> <u>School Psychologist</u> <u>School Social</u> <u>Worker</u> <u>Non-Teaching</u> <u>Speech-Language</u> <u>Pathologist</u> <u>Middle-Grades*</u>	<u>Subject-specific; see Section 25.100 of</u> <u>this Part.</u>	<u>Guidance</u> <u>School Nurse</u> <u>School Psychologist</u> <u>School Social Worker</u> <u>Non-Teaching Speech-Language</u> <u>Pathologist</u> <u>Middle-Grades</u>
<u>Supervisory*</u>	<u>None; see Sections 21-4 and 21-25 of</u> <u>the School Code and Section 25.497 of</u> <u>this Part.</u>	<u>Supervisory</u>

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(Source: Added at 28 Ill. Reg. _____, effective _____)

**ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Action Item: Appeals Advisory Committee
Recommendations

Staff Contact(s): Gail Lieberman, Federal Liaison
Lou Ann Reichle, Assistant Legal Advisor

Purpose of Agenda Item

The purpose of the agenda item is to inform the Board of the status of this committee and discuss the three recommendations made to date.

Expected Outcome(s) of Agenda Item

Increased knowledge on the Appeals Advisory Committee; and final action on the three requests by school districts.

Background Information

As the Assessment and Accountability Task Force was deliberating in 2002-03 on assessment, accountability and adequate yearly progress (AYP), there was dialogue on the placement of schools and districts on the various "lists" of the State Board of Education. The Board has placed schools onto an Academic Early Warning List and an Academic Watch List in the recent past. Members believed that there should be some way for a district to ask that the placement on the lists or status in school improvement be reviewed in an impartial fashion, and shared that belief with the State Superintendent during the spring 2003 legislative session.

The General Assembly passed in spring 2003 and Governor Blagojevich signed into law in August 2003 two public acts on Illinois' implementation of the *No Child Left Behind* Act of 2001 (*NCLB*). Senate Bill 878 on school accountability (now Public Act 93-0470) and House Bill 2352 on student assessment (now Public Act 93-0426), sponsored respectively by Senator Miguel del Valle and Representative Jerry Mitchell, have now become state law. As Senate Bill 878 of 2003 was being discussed, amended, and finally enacted into law, it contained a clause which allowed such an opportunity.

State Law

One aspect of Public Act 93-0470 outlines the right for local school districts to appeal school or district status levels, recognition levels, or corrective action.

The State Board of Education is tasked with processing school and district appeals through an Appeals Advisory Committee.

The specific language of the law follows:

(105 ILCS 5/2-3.25m)

Section 2-3.25m. Appeals. The appeals process outlined in this Section applies to all appeals from school districts pertaining to school or district status levels, recognition levels, or corrective action. The State Board of Education shall provide notice and an opportunity for hearing to the affected school district. The hearing shall take place no later than 30 calendar days following receipt of the written appeal. The appeals advisory committee created as specified in this Section may extend the hearing under special circumstances, in consultation with the State Superintendent of Education. The State Board of Education may take into account exceptional or uncontrollable circumstances.

The State Board of Education shall process school and district appeals through an appeals advisory committee. The committee shall be composed of 9 members appointed by the State Superintendent of Education as follows:

- (1) One representative of each of 2 professional teachers' organizations.
- (2) Two school administrators employed in the public schools of this State who have been nominated by an administrator organization.
- (3) One member of an organization that represents school principals.
- (4) One member of an organization that represents both parents and teachers.
- (5) One representative of the business community of this State who has been nominated by a statewide business organization.
- (6) One representative of City of Chicago School District 299.
- (7) One member of the public.

Five members of the committee shall serve for terms of 2 years, and 4 members shall serve for terms of 3 years. The State Superintendent of Education shall appoint initial members on or before July 1, 2003. The committee shall annually elect one member as chairperson.

The committee shall hear appeals and, within 30 calendar days after a hearing, make recommendations for action to the State Superintendent of Education. The committee shall recommend action to the State Superintendent of Education on all appeals. The State Board of Education shall make all final determinations.

Membership

State Superintendent Robert Schiller appointed in September 2003 the following members to the Committee.

- ❖ Ava Evbuoma, Teacher (teaches in Bremen Township #228; IEA)

- ❖ Ronald Gray, Member of the general public (school board member in East Richland #1; farmer)
- ❖ Trudy Grisham, Teacher (teaches in Waukegan #60; IFT)
- ❖ Philip Hansen, Chicago #299 representative
- ❖ Norman Jones, Businessman (former chair of Grow Mark; Illinois Business Roundtable)
- ❖ Charles Kent, Superintendent (Country Club Hills #160; IASA)
- ❖ Rebecca McCabe, Principal (Urbana #116; IPA)
- ❖ Gretchen McDowell, Parent/Teacher (Illinois PTA)
- ❖ Robert Nielsen, Chairperson, Superintendent (Bloomington #87; IASA/LUDA)

Process

A district needs to appeal on behalf of one or more of their schools or themselves. They do so by submitting the appeal to the Illinois State Board of Education.

Once the appeal is received, a hearing date is set. Notice is sent to the district 21 days prior to the hearing. The district sends in a brief covering all of the facts. ISBE Legal staff prepares a brief as well. Both briefs are sent to Committee members in a timely fashion, and to the other party.

At the hearing, both sides have 30 minutes each to present their information, beginning with the school district. There is an opportunity at the end for the district to wrap up their appeal request. Following that, the Committee goes into closed session to deliberate on what they've heard regarding school status and recognition. Once a hearing is heard by the Committee, there is a thirty day period for the Committee to offer recommendations to State Superintendent Schiller.

Current Issues

The Committee heard three appeals on October 9, 2003 -- Aurora West #129, Aurora East #131, and Decatur #61. Aurora West was represented by counsel and presented. Aurora East did not make an oral presentation but let their written materials make their case. Decatur was represented by counsel and presented. In all three cases, ISBE legal counsel presented the facts and their recommendations for action to the Committee.

The Committee deliberated in closed session immediately following each of the appeals. At the next meeting, on Oct. 30, 2003, they took action in open session:

What is represented here is the final recommendation. However, each of the appeals took more than an hour to review facts and answer questions.

*Regarding **Aurora West District #129**, the Appeals Advisory Committee took action to recommend **affirming** the designation of Nicholson Elementary School for 2003-2004 as a school needing to offer public school choice in 2003-2004.*

It is clear that one subgroup at the school did not make adequate yearly progress (AYP) in 2002-2003, although the school's composite score for reading and for math was sufficient. It is also clear that there is a single system of accountability such that there is only one track of making or not making AYP, rather than a federal track and a state track. All parties acknowledge when Nicholson Elementary School did and did not make AYP. The district states they did offer choice in 2003-2004 to families at Nicholson Elementary School and no families made a choice for another school. The Committee recommends affirming the designation of Nicholson Elementary School for 2003-04 as a school needing to offer public school choice in 2003-04. The designation and status should stay as stated by the Illinois State Board of Education.

*Regarding **Aurora East District #131**, the Appeals Advisory Committee took action to **affirm** the recommendations of the Illinois State Board of Education.*

The Committee believed there was confusion and lack of clarity on issues surrounding the use of IMAGE and how student scores are reflected across assessments to show the school's AYP. There is more specific information in the full document on each school that will be shared with the district superintendent. Perhaps there could be a meeting with this district superintendent and these principals about their issues. In conclusion, the Committee supports the ISBE designations for all six schools.

*Regarding **Decatur District #61**, the Appeals Advisory Committee took action to recommend **overturning** the designated status of Harris Elementary School for 2003-04, and have that school remain in school improvement status for another year.*

The district should have known they had not made AYP for the required years, and that the school had to offer choice, even when not so notified by the state. They did not know, and did not offer.

The Committee recommends having the school remain in School Improvement status for another year without the consequence of "choice". Due to the progress in 2003, they should remain at the status they were in, in 2002-03, which was never said to be a "choice" status.

At the end of 2003-04, there should be a determination made of status based on making or not making AYP on the 2004 assessments. If the school makes adequate yearly progress (AYP), this will be the second year in a row and the school would be off of the Academic Early Warning status. If the school does not make AYP, it would proceed to "choice" status.

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

Analysis and Policy Implications

The State Board of Education can accept, reject, or modify the recommendations of the Appeals Advisory Committee.

- ❖ If the recommendations which affirm the ISBE staff action on Aurora West and Aurora East are accepted, staff will so inform the district and proceed with the usual action with the System of Support Division to be of assistance to the districts.
- ❖ If the recommendation which overturns the ISBE staff action for Decatur is accepted, there would be a significant potential problem with ISBE compliance with *NCLB* as the federal law does not allow "skipping" a year once the "needs improvement" process begins. Decatur #61 should be offering at least public school choice this semester. Asked and answered in the testimony at the hearing was whether the district had offered public school choice for families in Harris Elementary School this year; they had not.

Budget Implications

There are no budget implications at the state level through these recommendations. All of these districts are recipients of Title I funds, and were planned to be part of the System of Support already. The named schools would have to continue with the expected implementation of *NCLB* and can use their Title I funds for the same. Title I funds locally are available to pay for transportation or other costs, if any, to implement public school choice. All of the districts are multi-school districts so there are options for families.

Legislative Action

None at the state level.

Communication

The discussion communicated from Committee members in their comments about Decatur indicated the reliance that districts have upon the state for school status notification. The recommendation here was "*The Committee also*

recommends ongoing and timely annual notice from the Illinois State Board of Education to local school districts of school and district status, beyond that which is described in school report cards." Past letters have focused on schools already in a "needs school improvement" status rather than a letter to every district on behalf of every school. That practice needs to change for 2003-04 and planning for same is underway. After 2003-04, the same notification process will need to apply to districts.

Pros and Cons of Various Actions

The commitment was made to the Appeals Advisory Committee that their recommendations would be taken very seriously. While there may be concern by members about not accepting their recommendation on Decatur #61, the bigger picture of state compliance must be kept in mind. Illinois needs to be implementing *NCLB* as consistently as is possible within the federal framework. There was no significant rationale offered by Decatur not to move Harris Elementary School forward in school improvement status other than the lack of communication from the state to the district.

If you choose to reject the Committee's recommendation on Decatur #61, and maintain the original ISBE determination of public school choice, you should state clearly that the district must offer public school choice as of second semester 2003-04.

Superintendent's Recommendation

I recommend that the State Board of Education do the following:

- ❖ Support the recommendations of the Appeals Advisory Committee regarding Aurora East #131 and Aurora West #129.
- ❖ Recommend rejecting the recommendation regarding Decatur #61 as the agency cannot disregard the federal law; require that public school choice be instituted for second semester 2003-04.

Next Steps

Inform the three districts of the final decision; and inform the members of the committee of the final decision and rationale.

ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lynne Haeffele Curry, Director

Agenda Topic: **Action Item: Approval of Additional Supplemental Educational Service Providers**

Materials: *Attachment #1* – Board Approved Criteria for Approving Supplemental Education Service Providers
Attachment #2 – List of Recommended Supplemental Educational Service Providers

Staff Contact(s): Lynne Curry, Don Full, Cheryl Bradley

Purpose of Agenda Item

The purpose of this agenda item is to inform the Board of the results of the review of applications received from potential supplemental educational service providers and to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act* (NCLBA).

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act*.

Background Information

The purpose of supplemental educational services is to increase the academic achievement of eligible children in reading and mathematics through tutoring and other high-quality academic enrichment services that are provided in addition to instruction during the school day.

To implement Section 1116(e) of the *No Child Left Behind Act*, Board approval is needed to update the *Approved List of Supplemental Educational Service Providers*. Beginning in June 2003, applications were accepted at anytime to promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. Providers that have previously applied and were not approved for the state's list of supplemental educational

service providers may not reapply within a twelve month period following their initial application. The Application for Supplemental Educational Service Providers is posted at <http://www.isbe.net/nclb/htmls/sesp.htm>.

Since moving to an open application process, ISBE continues to receive applications from potential Supplemental Educational Service Providers. Potential applicants were notified of this change in the application process in letters mailed June 13, 2003. These included public school superintendents, nonpublic school governance organizations, regional superintendents, and interested entities making inquiries.

Based on the committee's review of the applications received, two are recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide evidence that they meet the criteria established by the State Board of Education are not recommended for approval.

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

Policy Implications

Board approval will update the *Approved List of Supplemental Educational Service Providers*.

Budget Implications

Payments for supplemental educational services are made by local school districts to an approved provider selected by parent(s).

The amount that a district shall make available for supplemental educational services for each child receiving services shall be the lesser of: the amount of the district's allocation under Subpart 2 of Title I, divided by the number of children from families below the poverty level or the actual costs of the supplemental educational services received by the child.

The per-child allocation of Title I funds for supplemental educational services varies widely across the nation, ranging from roughly \$600 to \$1,500 and Illinois is no exception.

Communication

The updated list of *Approved Supplemental Educational Service Providers* will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>) for use by districts and parents of eligible children.

Pros and Cons of Various Actions

Parental choice of supplemental educational service providers is dependent upon the Board's approval to update the state's *Approved List of Supplemental*

Educational Service Providers. The NCLBA requires state agencies to promote maximum participation by providers to ensure that parents have as many choices as possible.

Superintendent's Recommendation

Approve the providers in Attachment #2 for inclusion on the state's *Approved List of Supplemental Educational Service Provider*.

Next Steps

ISBE will update the *Approved List of Supplemental Educational Service Providers* and post it on the agency web site.

Attachment #1

Illinois State Board of Education Criteria for Approving Supplemental Educational Service Providers Under the *No Child Left Behind Act*

Adopted by the State Board of Education on September 19, 2002

A. Evidence of Effectiveness

Eligible providers will provide evidence of improved student achievement for clients previously served in reading and/or mathematics on Illinois state assessments or nationally norm-referenced tests, particularly for low-performing students they have served.

B. Evidence of Program Quality

Eligible providers will clearly and specifically explain how the key instructional practices and major design elements of their program(s) are (1) based on research, and (2) specifically designed to increase student academic achievement.

C. Instructional Program

Eligible providers will clearly describe how their programs are aligned to *Illinois Learning Standards* in reading and/or math. *The Illinois Learning Standards are available at <http://www.isbe.net/ils/Default.htm>.*

Eligible providers will clearly describe how they will link between the academic programs a student experiences in the regular school day and the instruction and content of their supplemental educational program.

Eligible providers will assure that all instruction and content are secular, neutral, and non-ideological.

Eligible providers will provide supplemental educational services beyond the regular school day.

Eligible providers will, in the case of students with disabilities, provide supplemental educational services that support the implementation of the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and provide services consistent with Section 504 of the Rehabilitation Act of 1973.

D. Monitoring Student Progress

Eligible providers will, in consultation with the local education agency and parents, provide a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, these must be consistent with the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

E. Communication of Student Progress

Eligible providers will clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

Eligible providers will describe consistent methods, tools, and specific processes including timelines for providing parents and families of students with information on the progress of their child in increasing achievement. This information must be in a format and language that parents can understand.

F. Qualifications of Instructional Staff

Eligible providers will offer evidence of the employment of competent staff for delivering supplemental educational services in reading and/or mathematics and a commitment to ongoing professional development of staff and continuous improvement of their products and services.

Eligible providers will ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under the *No Child Left Behind* Act of 2001; that is, they have a high school diploma or equivalent and have completed at least two years of study (60 semester hours or 90 quarter hours) at an institution of higher education, or have obtained an associate's degree or higher.

Eligible providers will submit evidence to the contractor (LEA) that individuals providing service to children have successfully completed a recent criminal background check, are in good health, and are free of communicable disease.

G. Financial Soundness and Organizational Capacity

Eligible providers will offer evidence of their financial soundness and their capacity to successfully supply uninterrupted quality services for the term of the contract with the LEA.

Eligible providers will include information about the costs for their services in the application for supplemental educational service providers. At minimum this will include an hourly cost rate per student and total program cost per student. The

State Board of Education will consider this cost information in selecting service providers for its state list of approved providers.

H. Compliance with Federal, State and Local Health, Safety and Civil Rights Law

Eligible providers will comply with federal, state and local health, safety, employment and civil rights laws.

Attachment #2

**Recommended Supplemental Educational Service Providers
November 19, 2003**

Entity	Subject(s)	Grades	Internet Based	Cost per hour per Student	Total Program hours per Student	Total cost per Student
Rockford College Learning Resources Center	Reading and Math	1-12		\$30/hour private \$18/hour group.	12 private 15 group	\$360 private. \$216 group.
Babbage Net School, Inc.	Reading and Math	1-12	X	\$20	60 ½ average	\$1,250

**Program Descriptions of Recommended Providers
(as prepared by the individual providers)
November 19, 2003**

Entity	Program Description
Rockford College Learning Resources Center	The Rockford College Learning Resources Center is a non-profit organization that has helped students improve reading, math, study skills and other academic areas since 1952. All of our teachers are certified in the State of Illinois; all but one teacher have advanced degrees; all are dedicated to the teaching/learning process. All instruction is based upon the specific needs of the student.
Babbage Net School, Inc.	The Babbage Net School online tutorial program has the advantages of an individualized, self-paced instructional program supported by full interaction and monitoring of a certified teacher. The self-paced instructional program allows students to progress as fast as their ability will allow or as slowly as necessary to achieve success. The certified teachers provide the support and assistance needed to assure success by every student.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
November 19-20, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: **Action Item: ISBE Monthly Reports—
Finance, Audit and Agency Operations Status**

Materials: Appropriations and Spending by Program
Federal Applications and Awards (Has not changed from
September, included a Federal Earmark List instead)
Financial Status Report (Contract & Grant Detail)
\$1 M Contract (There are no proposed contracts this month
for the Board to review)
Monthly Headcount Graph
Staff Detail
Personnel Transactions
Accomplishment and Planning Report (July 2003 – February
2004)

Staff Contact(s): David Wood, Lynne Curry, and Clay Slagle.

Purpose of Agenda Item

To provide the Board standard reports with key information on fiscal and administrative activities of the state agency.

Expected Outcome(s) of Agenda Item

The Board will receive and approve baseline data from a series of reports on fiscal and administrative activities which provide one basis for gauging agency progress over time.

Background Information

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. Superintendent Schiller requested that the agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision-making.

Currently the following Reports are provided or are being developed.

1. Budget / Annual Report (Annually in January)
2. Condition of Public Education (December)
3. Comptroller SEA Report (Annually in February)
4. Appropriation and Expenditure (Monthly)
5. Financial Status Report - Contract/Grant Detail (Monthly)
6. Business Plans at the Director Level (Quarterly)
7. Headcount Reports (Monthly)
 - Personnel Transactions
 - Staff Detail by Division
 - Monthly Headcount Graph

Beginning in November 2003 the Superintendent will provide the Board an "Accomplishments and Planning Report" each November, March, and July. The report will detail agency accomplishments that occurred over the previous four months as well as the activities that are planned for the next four months. For example, the November 2003 report identifies accomplishments for the period July 2003 through October 2003 and identifies activities to occur for the period November 2003 through February 2004.

The first and third reports have been provided for several years. These provide an overview of the elementary and secondary education system, the Board Goals, and the programs operated by the agency. This year the Condition of Public Education document was added to review the status of the elementary and secondary education system in Illinois. It is a precursor to the Annual Report/Budget document and much of it is incorporated into that document. It is intended to layout the current situation and challenges in Illinois and outline options for policy and program activities to improve the current situation in the future.

The Monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These provide information regarding staffing and funding as well as details of contracts over \$50 thousand and grants the agency is processing.

Agency Business Plans were first implemented in FY01 to help the Board and Management provide context to the larger education system and the Board Goals and to walk between these and the detailed funding information at the Division level.

The Board specifically approves all proposed contracts over \$1M prior to the issuance of an RFP. This month there are no such proposed contracts.

Superintendent's Recommendation

The Superintendent recommends that the Board accepts and approves these monthly reports.

Next Steps

Continue to provide these reports pursuant to the schedule above.

Illinois State Board of Education
FY 2004 Appropriation & Spending by Program 07/01/2003 thru 10/31/2003
(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$4,936,432.9</u>	<u>\$4,936,306.3</u>	<u>\$126.6</u>	<u>\$1,328,764.4</u>	<u>\$1,328,734.5</u>	<u>\$29.9</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$886,379.3	\$886,379.3	\$0.0
General State Aid-Supplemental/Hold Harmless	\$38,600.0	\$38,600.0	\$0.0	\$36,993.1	\$36,993.1	\$0.0
Transition Assistance	\$5,200.0	\$5,200.0	\$0.0	\$0.0	\$0.0	\$0.0
School Safety & Education Block Grant (ADA)	\$42,841.0	\$42,841.0	\$0.0	\$19,862.1	\$19,862.1	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$953.3	\$923.4	\$29.9
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$880.0	\$880.0	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$21,482.4	\$21,482.4	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$0.0	\$0.0	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoricals	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$362,214.1</u>	<u>\$362,214.1</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$10,821.3	\$10,821.3	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$2,901.6	\$2,901.6	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$40,648.0	\$40,648.0	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$39,788.1	\$39,788.1	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$100,499.5	\$100,499.5	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$21,015.2	\$21,015.2	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$3,465.3	\$3,465.3	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$75,378.3	\$75,378.3	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$67,696.8	\$67,696.8	\$0.0
Standards - Assessment & Accountability	<u>\$25,295.2</u>	<u>\$303.0</u>	<u>\$24,992.2</u>	<u>\$1,655.3</u>	<u>\$300.0</u>	<u>\$1,355.3</u>
Ensuring Quality Ed Personnel	<u>\$5,190.0</u>	<u>\$4,660.0</u>	<u>\$530.0</u>	<u>\$235.1</u>	<u>\$183.8</u>	<u>\$51.4</u>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$85.1	\$33.8	\$51.4
Teach America	\$450.0	\$450.0	\$0.0	\$150.0	\$150.0	\$0.0
Reading Improvement Block Grant	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$49,837.9</u>	<u>\$49,795.7</u>	<u>\$42.2</u>
Early Childhood	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$46,019.2</u>	<u>\$45,942.4</u>	<u>\$76.8</u>
Academic Difficulty	<u>\$120,281.1</u>	<u>\$120,004.1</u>	<u>\$277.0</u>	<u>\$35,202.1</u>	<u>\$35,089.7</u>	<u>\$112.4</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,023.9	\$114.7	\$5,870.3	\$5,819.6	\$50.7

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$62,552.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$24,836.8
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$15,753.7
Learning Technologies (Tech for Success)	\$11,500.0	\$9,603.6	\$1,896.4	\$11,500.0
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$11,500.0
Career Preparation	\$40,339.8	\$39,971.5	\$368.3	\$40,339.8
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,881.2
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$129.9
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$38,328.7
Regional Services	\$11,400.0	\$11,400.0	\$0.0	\$11,400.0
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$8,150.0
ROE - School Service	\$3,250.0	\$3,250.0	\$0.0	\$3,250.0
Administration	\$16,520.0	\$0.0	\$16,520.0	\$16,520.0
Targeted Initiatives	\$20,135.9	\$19,634.2	\$501.7	\$20,135.9
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$168.8
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$472.7
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$1,121.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$217.1
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$578.8
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$2,855.5
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$14,499.4
Textbook Loan Reappropriation	\$27,785.3	\$27,785.3	\$0.0	\$27,785.3
SubTotal - GENERAL FUNDS	\$5,507,766.8	\$5,462,294.8	\$45,471.9	\$5,507,766.8
OTHER GRF FUNDS	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0
Retirement Systems	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0
Downstate	\$0.0	\$0.0	\$0.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL GENERAL FUNDS	\$6,554,267.8	\$6,508,795.8	\$45,471.9	\$6,554,267.8
NON STATE	\$50,200.0	\$50,000.0	\$200.0	\$50,200.0
School Infrastructure Fund	\$50,200.0	\$50,000.0	\$200.0	\$50,200.0
TOTAL	\$12,108,534.6	\$12,016,791.6	\$91,143.7	\$12,108,534.6

Initiatives	Appropriation		YTD Expenditures			
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$116.1	\$0.0	\$116.1
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,000.0	\$6,000.0	\$0.0
Driver Education	\$15,900.0	\$15,750.0	\$150.0	\$74.9	\$0.0	\$74.9
State Pension Fund	\$47,360.0	\$47,360.0	\$0.0	\$47,360.0	\$0.0	\$0.0
Other Funds	\$10,110.0	\$8,598.0	\$1,512.0	\$693.7	\$325.0	\$368.7
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5	\$12.5	\$0.0
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5	\$312.5	\$0.0
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$230.0	\$0.0	\$230.0
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0	\$0.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0	\$0.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$136.7	\$0.0	\$136.7
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0
FEDERAL						
Federal Funds	\$2,073,805.7	\$1,998,655.5	\$75,150.2	\$325,949.1	\$317,299.3	\$8,649.8
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$45.3	\$12.0	\$33.3
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$16,516.7	\$15,909.9	\$606.9
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$1,976.1	\$1,913.4	\$62.7
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$157.7	\$146.9	\$10.7
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$53,940.5	\$52,200.8	\$1,739.7
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0	\$0.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$57.4	\$0.0	\$57.4
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$108,859.2	\$106,489.4	\$2,369.8
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$85.8	\$85.8	\$0.0
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$415.6	\$415.1	\$0.5
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$0.0	\$0.0	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$5,733.7	\$5,451.8	\$281.9
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$72.4	\$48.7	\$23.8
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$39.9	\$0.0	\$39.9
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,551.2	\$3,551.2	\$0.0
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$22.3	\$0.0	\$22.3

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$373.3
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$37.3
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$136.7
Title I - Basic Programs	\$524,416.8	\$519,074.9	\$5,341.9	\$80,263.7
Title I - Comprehensive School Reform	\$21,683.0	\$21,017.4	\$665.6	\$3,454.7
Title I - Education of Migratory Children	\$3,765.9	\$3,708.7	\$57.2	\$239.9
Title I - Even Start Family Literacy Programs	\$11,370.0	\$11,000.0	\$370.0	\$3,048.9
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$596.1
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$3,264.7
Title I - School Improvement	\$12,135.5	\$12,000.0	\$135.5	\$598.3
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$7,645.6
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$23,594.7
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$306.6
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$1,733.6
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$1.4
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$3,382.4
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$4,454.4
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$24.0
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$142.8
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$502.8
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$189.7
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$29.9
Special Congressional Initiatives	\$18,000.0	\$16,065.5	\$1,934.5	\$430.4
TOTAL - ALL FUNDS:	\$8,751,643.5	\$8,629,159.3	\$122,484.1	\$2,939,735.6
				\$2,922,595.3
				\$17,140.3

Earmarked Requests

Recent "earmarked" or direct request funding to Illinois elementary and secondary education activities is highlighted below. These are generally one-year grants, although they may be spent locally over a longer period of time. The receipt of these funds is directly attributable to the work of BGR working with the Illinois Congressional Delegation on an ongoing basis, from inception through the end of the conference committee process.

USDE FIE Earmarks Awarded to Illinois in 2001 (School Year for 2001-02)

ISBE received earmarked funding in 2001-02 for the first time for education. There were two education area projects funded, with one funded through ISBE. There may have been other education funds to the state, but not part of the request process through ISBE.

Grant Program to LEAs via ISBE/Delegation Sponsor	Amount Awarded
Increasing Availability of Assistive Technology through the ATEN/Coalition Program [Schakowsky]	\$553,000
SUBTOTAL	\$553,000
Grants Awarded to LEAs or Other Education Entities Directly	Amount Awarded
Project Impact, University of Illinois at Chicago [Rush]	\$500,000
SUBTOTAL	\$500,000
TOTAL	\$1,053,000

USDE FIE Earmarks Awarded to Illinois in 2002 (School Year 2002-03)

Grant Program to LEAs via ISBE/Delegation Sponsor	Amount Awarded
Improving Reading Achievement for Grades 7-12 (Freeport #145) [Manzullo]	\$250,000
Improving Math Achievement in the Middle Grades (Decatur #61) [Phelps]	\$300,000
Illinois Virtual High School Initiative -- 2 years [Hastert]	\$1,500,000
Improving Reading Achievement for Grades 7-12 (Rockford #205) [Manzullo]	\$250,000
Improving Reading Achievement for Grades 7-12 (Champaign #4 and Kankakee #111) [Johnson]	\$200,000
Alternative Learning Opportunities (Aurora East #131) [Hastert]	\$200,000
Improving Reading Achievement for Grades 7-12 (Peoria #150) [LaHood]	\$50,000
Improving Reading Achievement for Grades 7-12 (Springfield #186) [LaHood]	\$50,000
Alternative Learning Opportunities for At-Risk Students (Mt. Vernon #201, Christopher #99, Grayville #1) [Phelps; Shimkus]	\$400,000
Boys and Girls Clubs of America for Community Technology (Springfield and Peoria) [LaHood]	\$300,000
Induction and Mentoring Model Districts Programs (Joliet #86 and Downers Grove #99) [Biggert]	\$500,000

Induction and Mentoring Model Districts Program (Elgin #U46) [Hastert]	\$150,000
SUBTOTAL	\$4,150,000
Grants Awarded to LEAs or Other Education Entities Directly	
Bloom Township District #206 for work-study program	\$450,000
Lyons Township #204 for Quality Teacher Recruitment Model	\$440,000
South Cook Consortium for technology	\$400,000
Challenger Learning Center in Normal for math and science	\$250,000
IMSA for the 21st Century Information Fluency Program	\$900,000
Chicago Children's Choir to support arts-integrated academic curriculum development, musical equipment for the Choir Academy (charter school)	\$225,000
Rockford Public School District #205 for a magnet schools program	\$1,200,000
Millikin University to assist inner-city and rural high school students prepare for college	\$200,000
Chicago #299 to expand tutoring and mentoring programs in the Chicago public schools [Jackson]	\$100,000
Patton School District #133 for computer lab equipment and professional development for school reform initiatives	\$150,000
Glenn Oaks Therapeutic Day School in Addison to upgrade technology and improve student safety for children with emotional/behavioral problems	\$200,000
Jewish Family and Community Service in Chicago for therapeutic program	\$100,000
St. Clair County Educational Cooperative Board of Control in Belleville for the development of hands-on learning activities about the Mississippi River	\$700,000
Hazel Crest School District 1521/2 to implement a comprehensive professional development program for teachers and administrators to improve student achievement	\$100,000
SUBTOTAL	\$5,415,000
TOTAL	\$9,565,000

USDE FIE Earmarks Awarded to Illinois in 2003 (School Year 2003-04)

These grant applications have just been processed and funds received for local use this school year.

Grant Program to LEAs via ISBE/Delegation Sponsor	Amount Awarded
Improving Mathematics in Elgin #U-46 [Hastert]	\$248,375
Beginning Educators Assimilation and Mentoring System (BEAMS) (Orland School District #135) [Biggert]	\$198,700
Extended-Day and Summer School Programs in Canton Union School District #66 [Evans]	\$173,863
Supporting Principal-Led Teams to Provide Services to All Students (Northern Suburban Special Education District) [Kirk]	\$185,785
Illinois Virtual High School Initiative [Hastert]	\$496,750
Teacher Recruitment/Alternative Routes to Certification (Dolton West School District #148) [Jackson]	\$149,025

Developing Quality Teachers Now—an innovative student teaching program (Indian Prairie School District #204) [Biggert]	\$248,375
Implementing the <i>Fast ForWord</i> Reading Program (Pleasant Plains Community Unit School District #8) and Improving Mathematics Achievement (Peoria School District #150 and Jacksonville School District #117) [LaHood]	\$149,025
SUBTOTAL	\$1,849,898
Grants Awarded to LEAs or Other Education Entities Directly	
Amount Awarded	
Chicago #299 for Chicago Reading Initiative [Rush]	\$99,350
Hazel Crest #152½ for Health and PE Program [Jackson]	\$99,350
Thornton Township #205 for Professional Development [Jackson]	\$496,750
South Cook County Consortium for Power Up Ed Tech [Jackson]	\$173,863
Patton #133 for Math in the Middle Grades [Jackson]	\$149,025
Illinois State University for Chicago Teacher Pipeline [Lipinski]	\$99,350
IMSAs for 21st Century Information Fluency [Hastert]	\$397,400
IL State University for special education technology & devices for Peoria #150	\$99,350
Champions for Change, Flossmoor, early childhood and before/after school programs	\$99,350
Chicago #299 for After School Matters Initiative	\$496,750
Youth Guidance of Chicago for Comer School Development	\$24,838
Latino Education Alliance, Chicago, IL, for early intervention, college readiness and parental involvement programs for minority youth	\$347,725
South Shore Drill Team and Performing Arts Ensemble, Chicago, IL, for after school educational services for at-risk students	\$49,675
Metropolitan Family Services, Chicago, Illinois, for Camp Algonquin's Outdoor Education program	\$496,750
SUBTOTAL	\$3,129,526
TOTAL	\$4,979,424

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 10/31/2003**

<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
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Personal Services and Related	40,164.9	12,674.3	31.6%	3,085.6	Salaries & Benefits
Contractual Services	75,262.9	4,089.7	5.4%	794.6	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,425.7	256.6	10.6%	94.1	Staff Travel
Commodities	693.3	48.0	6.9%	22.4	Supplies; Books
Printing	850.5	17.5	2.1%	4.8	Agency Printing
Equipment	566.6	3.1	0.5%	0.0	Computers; Printers; Furniture
Telecommunications	1,245.1	47.0	3.8%	26.2	Telecommunications Expenses
Auto Operations	11.8	4.1	34.6%	0.9	Operation of Agency Autos
Grants	7,535,278.3	1,828,734.3	24.3%	543,673.8	See Detail Below

<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
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Agency Contracts Breakdown:

General Counsel/Legal

47 - Impartial Hearing Officers

GRF

Pugh, Jones, & Johnson

GRF

Teacher Dismissal Court Reporters

GRF

24.2	8.2	33.9%	1.8	Teacher Dismissal Hearing Officers
70.0	0.0	0.0%	0.0	Investigate allegations of misconduct related to certificate suspensions
25.0	16.6	66.4%	2.0	Court reporter services for Teacher Dismissal Hearings

Data Systems

Viva USA, Inc.

GRF

Federal

Ashbaugh & Associates, Inc.

Other State

E-Technology Inc.

Federal

Data-Core Systems Inc.

Other State

The Innovation Group

GRF

Federal

185.4	0.0	0.0%	0.0	Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
255.1	111.0	43.5%	36.4	Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
125.0	29.2	23.4%	8.4	Development, maintenance and support of ISBE applications
109.1	24.2	22.2%	7.6	Enhancements and support of the CERTS System
80.4	48.4	60.2%	25.5	E-Grants System
457.0	172.3	37.7%	0.0	
456.5	344.6	75.5%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
SilverTrain Federal	41.5	32.4	78.1%	10.3	Development and maintenance of web-based Child Nutrition Claim Entry System
<u>Data Analysis & Progress Reporting</u>					
Deloitte Consulting Federal	70.9	50.9	71.8%	0.0	Revamp the School Report Card into a web-based interactive system
<u>Governmental Relations</u>					
Barbour Griffith & Rogers, Inc. GRF	240.0	56.1	23.4%	18.7	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<u>Career Development & Preparation</u>					
Metri Tech, Inc. Federal	100.0	50.0	50.0%	50.0	Development of the Illinois Workplace Skills Assessment
<u>e-Learning</u>					
Illinois State University Federal	104.2	0.0	0.0%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Last year of multi-year contract from earmark last year
Southern Illinois University Federal	114.4	0.0	0.0%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services Last year of multi-year contract from earmark last year
Eastern Illinois University Federal	180.0	0.0	0.0%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services Last year of multi-year contract from earmark last year
Western Illinois University Federal	63.7	0.0	0.0%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services Last year of multi-year contract from earmark last year
University of Illinois Federal	171.5	25.4	14.8%	25.4	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services Last year of multi-year contract from earmark last year
<u>Curriculum & Instruction</u>					
National Louis University Federal	153.8	0.0	0.0%	0.0	Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
University of Illinois Federal	87.4	0.0	0.0%	0.0	Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
<u>Early Childhood</u>					
University of Illinois Federal	217.8	19.5	9.0%	19.5	Illinois Early Learning Website maintenance
<u>Special Education Compliance</u>					
17 Hearing Officers Federal	450.0	97.2	21.6%	41.2	14 Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
20 - Mediation Agreements Federal	104.2	18.8	18.0%	18.8	IDEA mandates ISBE to offer mediation services - 16 Contracts @ \$5,000
Court Reporters Federal	100.0	0.8	0.0%	0.4	Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal	295.3	106.1	35.9%	106.1	Identify, enhance and align special education student and school data and develop a framework for integrating & analyzing critical indicators
HOEN Consultants					Establishment of a Due Process Training Entity as set forth in 14-08.02(d)

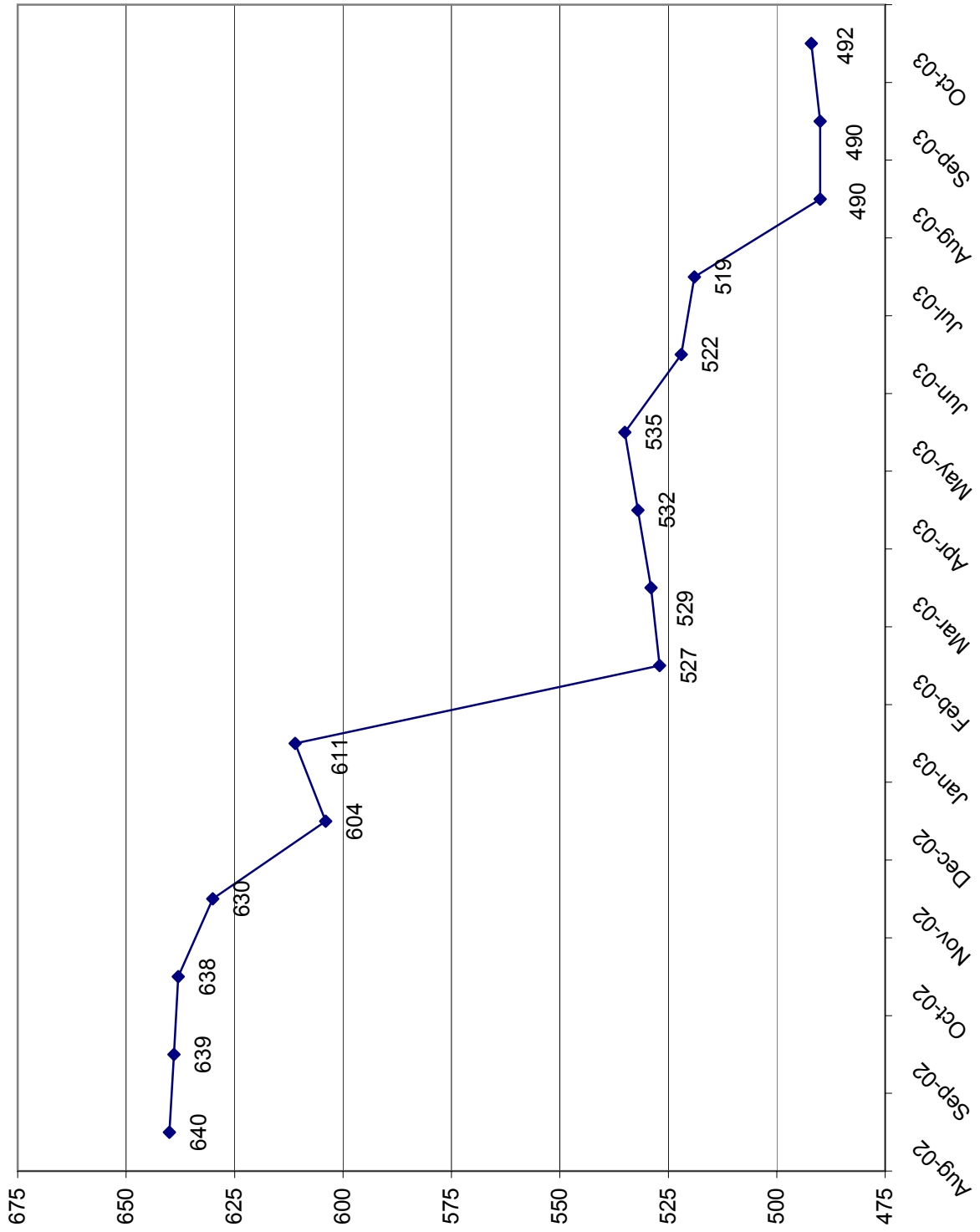
	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
Federal	99.9	35.1	35.1%	35.1	of the School Code of Illinois
Public Priority Systems					Develop and execute a comprehensive evaluation plan of all activities
Federal	71.3	0.0	0.0%	0.0	conducted under the State Improvement Grant
<u>Student & School Progress</u>					
Accountability Works					Assessment Framework (AF) based on the Illinois Learning Standards
Federal	87.6	0.0	0.0%	0.0	
Northern Illinois University					A "live data" website for an Illinois Interactive Report Card
Federal	179.7	0.0	0.0%	0.0	
<u>New Learning Opportunities</u>					
Sangamon County ROE					Fiscal Agent for Cook County GED Testing Program
Other State	400.0	230.0	57.5%	0.0	
<u>Student Assessment</u>					
Metri Tech, Inc.					Test development for ISAT and PSAE
GRF	155.8	0.0	0.0%	0.0	
Federal	210.9	91.7	43.5%	91.7	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
NCS Pearson, Inc.					Statistical design and analysis for ISAT - required by legislation
GRF	2,325.0	0.0	0.0%	0.0	
Federal	3,487.5	0.0	0.0%	0.0	Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
Metri Tech, Inc.					Printing, testing and scoring of PSAE tests for all students in Grade 11
GRF	110.4	0.0	0.0%	0.0	
Federal	152.5	0.0	0.0%	0.0	
Measurement Incorporated					Scoring of open-ended responses for PSAE test
GRF	3,914.0	0.0	0.0%	0.0	
NCS Pearson, Inc.					Printing all test materials, monitoring the test administration and scoring the results of IMAGE
GRF	503.9	0.0	0.0%	0.0	
Federal	1,383.2	0.0	0.0%	0.0	Technical and statistical services such as equating, item analysis and technical reports
Metri Tech, Inc.					Scoring of bilingual students' writing essays
GRF	90.6	0.0	0.0%	0.0	
Federal	44.6	0.0	0.0%	0.0	Development of the IMAGE test
Measurement Incorporated					
GRF	2,331.4	0.0	0.0%	0.0	
NCS Pearson, Inc.					
GRF	320.1	0.0	0.0%	0.0	
Federal	300.0	0.0	0.0%	0.0	
Metri Tech, Inc.					
Federal	92.4	0.0	0.0%	0.0	
Measurement Incorporated					
GRF	123.5	0.0	0.0%	0.0	
Federal	90.0	0.0	0.0%	0.0	
Metri Tech, Inc.					
Federal	118.0	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
Metri Tech, Inc. GRF	99.5	0.0	0.0%	0.0	Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test
McGraw Hill, LLC GRF	86.5	0.0	0.0%	0.0	Develop IL K-2 Achievement Test System
Measured Progress, Inc. Federal	1,955.0	0.0	0.0%	0.0	Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
<u>Fiscal & Administrative Services</u>					
Alizna Lease-Spfd GRF	1310.7	651.4	49.7%	0.0	Rent - Springfield
Federal	1225.0	615.0	50.2%	0.0	Copier maintenance/repairs
Xerox Corporation GRF	115.8	26.9	23.2%	12.6	Warehouse Lease
Federal	48.4	17.7	36.6%	7.1	Office Supplies
Warehouse Lease (Marilyn Mason) GRF	69.0	14.5	21.0%	0.0	Parcel pick-up and delivery per agency request at published rate - multiple vendors
Federal	40.0	40.0	100.0%	0.0	
Midwest Office Supply GRF	57.3	0.0	0.0%	0.0	
Other State	2.1	0.0	0.0%	0.0	
Federal	25.6	6.7	26.2%	0.0	
Parcel Pick-up & Delivery GRF	40.0	14.3	0.0%	0.0	
Federal	55.0	10.1	0.0%	10.0	
<u>Nutrition Program & Support Services</u>					
University of Illinois Federal	94.3	9.8	10.4%	0.0	Direct mailing to 305,000 students who qualify for free meals under the National School Lunch Program
Southern Illinois University Federal	120.0	31.6	26.3%	31.6	School Meals Initiative - conduct nutritional analysis
Fidelis Corporation Federal	55.3	29.9	54.1%	29.9	Maintain and enhance the USDA Commodity Distribution System
<u>Fiscal Services</u>					
Secretary of the State Other State	50.0	50.0	100.0%	0.0	Process blue slips for Drivers Education
<u>School Business & Support Services</u>					
Enterprise Computing Services Federal	101.3	89.3	88.2%	0.0	Development of an integrated database management system for viewing school facilities inventory data
Grants Breakdown:					
General State Aid	3,484,200.0	923,372.4	26.5%	292,507.8	Formula
Title I - Low Income	570,200.0	86,789.0	15.2%	56,057.0	Formula
IDEA	450,000.0	106,489.4	23.7%	24,796.9	Formula
Child Nutrition	425,000.0	52,200.8	12.3%	23,208.1	Formula--Reimbursement
Spec Ed Personnel	314,860.0	69,359.5	22.0%	0.0	Formula

	Funded Amount	Expended Year to Date	% Spent Year to Date	October		Description
				Expenditures	Expenditures	
Transportation Spec Ed	263,081.0	49,359.3	18.8%	0.0	0.0	Formula
Transportation Reg/Voc	242,424.0	67,696.8	27.9%	0.0	0.0	Formula
Spec Ed Extraordinary	229,502.0	40,648.0	17.7%	0.0	0.0	Mandated Categorical
Early Childhood Block	213,405.7	45,942.4	21.5%	32,642.2	32,642.2	Block grant for Pre-K, parent training & prevention initiative
Title II Quality Teachers	150,000.0	23,252.2	15.5%	12,087.9	12,087.9	Formula
Spec Ed Orphanage	97,370.0	39,788.1	40.9%	6,097.8	6,097.8	Formula
Reading Imp. Block Grant	79,221.1	49,795.7	62.9%	30,583.4	30,583.4	Formula
Title I Reading First	66,000.0	3,017.4	4.6%	3,017.4	3,017.4	Competitive and formula grants
Early Intervention	64,447.3	21,482.4	33.3%	0.0	0.0	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	21,015.2	35.4%	13,558.2	13,558.2	Formula
Technology Literacy	53,000.0	7,510.9	14.2%	2,560.8	2,560.8	Competitive & non-competitive grants to school districts
Voc Ed - Federal	50,000.0	15,909.9	31.8%	4,040.1	4,040.1	Formula & Competitive - to improve student academic & career skills
School Tech. Rev. Loan	50,000.0	6,000.0	12.0%	0.0	0.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	1,608.5	3.6%	1,608.5	1,608.5	Competitive
ADA Sch. Safety & Ed. Block Grant	42,841.0	19,862.1	46.4%	19,862.1	19,862.1	Formula
Title III - English Language Acq	39,980.0	41.7	0.1%	0.0	0.0	Grant
Vocational Education - State	37,960.4	15,262.9	40.2%	3,087.0	3,087.0	Formula
Bilingual Education-Chicago	34,896.6	0.0	0.0%	0.0	0.0	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	8,983.2	8,983.2	Formula
Textbook Loan - Reapprop.	27,785.3	21,103.6	76.0%	3,972.8	3,972.8	Payment for textbooks purchased during previous year
Bilingual Ed.-Downstate	27,655.4	242.9	0.9%	242.9	242.9	Mandated Categorical
Transportation Spec Ed - Downstate	26,019.0	26,019.0	100.0%	0.0	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	3,213.4	12.9%	1,354.4	1,354.4	Formula
Preschool - Spec Ed	25,000.0	5,451.8	21.8%	1,692.5	1,692.5	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,898.5	88.5%	0.0	0.0	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	4,163.8	19.8%	2,143.0	2,143.0	Formula
State Free Lunch & Breakfast	19,565.0	10,821.3	55.3%	748.8	748.8	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	5,819.6	34.2%	994.4	994.4	Formula
Driver Education	15,750.0	0.0	0.0%	0.0	0.0	Reimbursement
Truant/Dropout/Optional Ed.	15,671.6	7,128.7	45.5%	2,928.7	2,928.7	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	284.0	1.9%	234.0	234.0	Competitive grants to school districts
Orphanage Tuition	14,651.0	2,901.6	19.8%	0.0	0.0	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	7.9	0.1%	3.4	3.4	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	0.0	0.0	Competitive grants to school districts
Technology for Success	9,603.6	836.4	8.7%	261.1	261.1	Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
ROE Salaries	8,150.0	2,597.2	31.9%	660.5	660.5	Salaries for ROE's
School to Work - Federal	8,000.0	111.7	1.4%	59.3	59.3	Formula
Spec Ed Summer School	6,370.0	3,465.3	54.4%	0.0	0.0	Formula - Special education students enrolled in summer sessions
Emergency Financial Asst	5,333.0	312.5	5.9%	0.0	0.0	Formula and loans to school districts
Transition Assistance	5,200.0	0.0	0.0%	0.0	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	1,913.4	38.3%	686.3	686.3	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	33.8	0.8%	33.8	33.8	Reimb. for Nat'l Board Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	923.4	25.0%	0.0	0.0	Grants - Start-up funds
ROE School Services	3,250.0	2,116.5	65.1%	419.3	419.3	Formula - ROE Operations
McKinney Homeless Ed	3,000.0	483.7	16.1%	448.2	448.2	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	0.0	Formula
Philip Rock Center	2,855.5	904.1	31.7%	325.0	325.0	Targeted Initiative
Refugee Children	2,500.0	0.0	0.0%	0.0	0.0	Grants

	<u>Funded Amount</u>	<u>Expenditures</u>		<u>% Spent</u>	<u>Description</u>
		<u>Year to Date</u>	<u>October</u>		
Charter Schls.-Federal	2,500.0	146.9	146.9	5.9%	Competitive
IDEA Part D	2,500.0	415.1	65.3	16.6%	Reimbursement
Learn & Serve America	2,000.0	48.7	48.7	2.4%	Competitive grants
Title VI	2,000.0	0.0	0.0	0.0%	Formula
Charter Schools-Rev Loan Fund	2,000.0	12.5	0.0	0.6%	Other/Repayment of loans
Agriculture Education	1,881.2	1,401.1	1,030.4	74.5%	Grants to school districts
Reorganization Incentive	1,669.4	880.0	0.0	52.7%	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Ed.	1,300.0	9.9	2.3	0.8%	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0	0.0%	Formula grants for school emergency relocation
Mat'ls for the Visually Impaired	1,121.0	467.1	93.4	41.7%	Targeted Initiative--Spfld. 186
Title II Eisenhower	1,000.0	0.0	0.0	0.0%	Formula
Advanced Placement Fee	900.0	12.0	0.0	1.3%	Fee reimbursement for Advanced Placement Exam and Int'l Baccalaureate exam
Illinois Breakfast Incentive	723.5	0.0	0.0	0.0%	Reimbursement & grant to public and private schools and child-care inst
Deaf/Blind	600.0	85.8	85.8	14.3%	Grant to Philip J. Rock Center
Minority Transition	578.8	144.7	0.0	25.0%	Grants - serves disadvantage students from selected Chicago HS and elem. schools
Transition to Teaching	500.0	184.4	184.4	36.9%	Grant to Illinois Resource Center
Teach America	450.0	150.0	150.0	33.3%	Grant for Teach for America
IDEA Model Outreach	400.0	0.0	0.0	0.0%	Competitive
Standards Assmt & Acct	303.0	300.0	300.0	99.0%	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Tax Equivalent Grants	222.6	222.6	0.0	100.0%	Grant to Chaney-Monge School District
Metro East Consortium	217.1	0.0	0.0	0.0%	Grant to provide staff development to increase student achievement in MECCA
Training Sch Health Pers. (AIDS)	190.0	0.0	0.0	0.0%	Contract
Recording - Blind & Dyslexic	168.8	0.0	0.0	0.0%	Grant to increase achievement of students with visual impairments
IL Gov't Internship	129.9	0.0	0.0	0.0%	Grants to formula reimbursement, work-based learning, Jobs for IL graduates
ISBE Teacher Cert Fund	125.0	0.0	0.0	0.0%	Other
IL Future Teachers Corps	10.0	0.0	0.0	0.0%	Grant to Golden Apple Foundation

**ILLINOIS STATE BOARD OF EDUCATION
HEADCOUNT AS OF OCTOBER 2003**



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF OCTOBER 2003**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SUPERINTENDENT'S OFFICE						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	1	1	1	2	3
Internal Audit	<u>1</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>7</u>
Sub-Total	3	7	4	12	2	14
GENERAL COUNSEL						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>4</u>	<u>15</u>	<u>4</u>	<u>19</u>
Sub-Total	1	14	4	15	4	19
PUBLIC INFORMATION						
Public Information Admin	1	0	1	2	0	2
Public Service & Communications	1	2	3	6	0	6
Multi-Media	<u>1</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>6</u>
Sub-Total	3	6	5	13	1	14
HUMAN RESOURCES						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>6</u>	<u>11</u>	<u>0</u>	<u>11</u>
Sub-Total	2	5	7	14	0	14
STANDARDS ALIGNED LEARNING						
Early Childhood Education	<u>1</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>9</u>	<u>11</u>
Sub-Total	1	8	2	2	9	11
CERTIFICATION & PROFESSIONAL DEV.						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>15</u>	<u>9</u>	<u>23</u>	<u>2</u>	<u>25</u>
Sub-Total	2	15	10	25	2	27
SPECIAL EDUCATION						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	24	4	0	30	30
Special Education Services - Chgo.	<u>2</u>	<u>13</u>	<u>1</u>	<u>0</u>	<u>16</u>	<u>16</u>
Sub-Total	5	37	6	0	48	48
PLANNING & PERFORMANCE						
Planning & Performance Admin.	1	0	1	1	1	2
Data Analysis & Progress Reporting	1	11	4	11	5	16
Career Development & Preparation	1	7	3	3	8	11
Curriculum & Instruction	1	14	3	4	14	18
English Language Learning	1	10	1	0	12	12

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
Accountability	1	8	2	11	0	11
Student Assessment	1	8	2	10	1	11
System of Support	<u>1</u>	<u>19</u>	<u>4</u>	<u>1</u>	<u>23</u>	<u>24</u>
Sub-Total	8	77	20	41	64	105
INFORMATION TECHNOLOGY						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	29	2	28	7	35
Technology Support	2	15	3	18	2	20
E-Learning	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>5</u>
Sub-Total	8	46	8	52	10	62
OPERATIONS						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	6	3	9
Fiscal and & Administrative Services	3	15	24	35	7	42
Funding and Disbursements	3	19	14	15	21	36
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	24	6	0	32	32
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>32</u>	<u>3</u>	<u>6</u>	<u>32</u>	<u>38</u>
Sub-Total	18	108	52	82	96	178
GRAND TOTAL, ALL CENTERS	51	323	118	256	236	492
	10%	66%	24%	52%	48%	100%

Personnel Transactions

Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
Begin Year	787	739	650	522
Hire Externally	27	5	29	10
Recall	0	0	11	1
Retire	-35	-37	-128	-3
Resign	-35	-21	-13	-7
Discharge	-2	-9	-2	-2
Layoff	0	-25	-22	-29
Death	-3	-2	-3	0
End Year	739	650	522	492

* Through October

Changes to Key Personnel:

Status of Personal Services:

All personal services lines are balanced or near balanced but very tight and with little flexibility to add additional staff. The General Assembly is considering the Governor's veto of \$1.1 M from the Standards Assessment Accountability line. The House voted to override and the Senate will vote in second half of the fall session. We have indicated this will fund up to 8 staff for PBVS (3-4) and Non-Public School Recognition (4-5) as well as the GED contract for Cook County and the \$210 thousand statewide subsidy.

Management & Organizational Issues:

October 22-23, 2003
 State Board Meeting

ILLINOIS STATE BOARD OF EDUCATION*

100 North First Street
 4th Floor Board Room
 Springfield, Illinois 62777

Rock Island High School Library
1400 25th Avenue
Rock Island, Illinois 61201

Wednesday, October 22, 2003

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>Dr. Steiner called the Illinois State Board of Education meeting to order at 1:15 p.m. She thanked the Rock Island School District for hosting the State Board of Education October 22-23, 2003 meeting in their high school library facility. Dr. Steiner then proceeded to request that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT:</p> <table border="0"> <tr> <td>Janet Steiner</td> <td>Dean Clark</td> <td>Gregory</td> </tr> <tr> <td>Kazarian</td> <td></td> <td></td> </tr> <tr> <td>Joyce Karon</td> <td>Beverly Turkal</td> <td>Ronald</td> </tr> <tr> <td>Gidwitz</td> <td></td> <td></td> </tr> </table> <p>MEMBERS ABSENT:</p> <p>Richard Sandsmark Judith Gold</p>	Janet Steiner	Dean Clark	Gregory	Kazarian			Joyce Karon	Beverly Turkal	Ronald	Gidwitz		
Janet Steiner	Dean Clark	Gregory											
Kazarian													
Joyce Karon	Beverly Turkal	Ronald											
Gidwitz													
	<p>Dr. Steiner stated that the meeting would be a two day meeting in which the Board would have on the first day a series of presentations and discussions and on the second day concurrent Board action would follow.</p>												
<p><u>Presentations</u></p>	<p>Dr. Steiner then announced that the Board would begin with a series of presentations, the first being from Bureau Valley Community Unit School District 340. She then requested that the Board welcome Superintendent Rick Stoecker, Principal Terry Gutshall, and Board Member Keith Bolin.</p>												
<p><u>Presentation of financial status of</u></p>	<p>Dr. Stoecker then proceeded to give an overview of Bureau Valley District #340 concerning the population</p>												

Bureau Valley
CUSD 340

of the district and their consolidation process stating that Bureau Valley started in their ninth year of consolidation. The district was created when six former districts united to provide a better educational opportunity for their students with the 2003-2004 school year. State incentive money for consolidation was provided which benefited the process. The district was formed and approved on a referendum on its first attempt in 1994 with almost two-thirds approval. The district has an enhanced curriculum as a result of the consolidation along with improved extracurricular opportunities. The school has earned four state trophies in their brief eight year history.

After giving the Board some important details of their district, Dr. Stoecker requested that Principal Terry Gutshall speak to the Board from the perspective of a graduate of Bureau Valley schools and now an administrator. Mr. Gutshall stated that he grew up in the Bureau Valley area before the consolidation and could definitely see the benefits of the consolidation efforts in the district. He then went on to discuss his various experiences being a teacher and administrator in Bureau valley since the changes. When the referendum was passed, it approved the building of a new high school in the middle of the District. He stated that there are currently four elementary schools, one in each community and two middle schools (north and south). Thus, there is a total of six buildings, plus a Behavior Disorder/Alternative Education school in Bureau Valley's district.

Board member Keith Bolin then proceeded to share the current concerns and initiatives that the Board and district continue to work on at Bureau Valley. Mr. Bolin stated that despite the successes in their district, Bureau Valley is still facing the same challenges that all rural schools face involving finances. For example, the District is dealing with decreased E.A.V., increased expenditure in programs, decreased population in rural settings, and legislative non-funded mandates, to name a few.

As a result of the challenges, Bureau Valley has become proactive with several decisions to reduce

	<p>their expenditures, not waiting for more revenue from the state or federal government. One decision was to grade site their K-5 students this past year. The change has been met with success both, educationally and financially, saving the district some \$300,000. A bold undertaking the district is now pursuing is the application of a wind turbine generator that will save thousands of dollars monthly on their utility costs.</p> <p>Through all its plans, Bureau Valley is very committed to providing the best public education it can for its students. (Please see attachment)</p>
<p><u>Presentation of financial status of Rock Island School District 41</u></p>	<p>Dr. Steiner thanked Bureau Valley for their presentation and then asked the Board to welcome Dr. David Markward, District Superintendent of Rock Island School District 41 and Mike Oberhaus, Comptroller to present the financial status and profile of their district.</p> <p>Dr. David Markward and Mike Oberhaus reported to the State Board that the District made \$1.5 million in expenditure reductions for the 2002-2003 school year. In the 2003-2004 school year, they had presented cuts of \$4,500,000 to balance the Education Fund revenues and expenditures. With the State providing \$250 in additional state aid, they were able to reduce cuts by \$2,200,000. Rather than decimate educational programs, the District adopted a budget with an operating deficit of \$2,200,000, utilizing an accumulated surplus to cover the deficit.</p> <p>Mr. Oberhaus stated that without additional funding the District would be facing severe financial consequences by 2005-200. Dr. Markward stated that if additional state funding is not made available for 2004-2005, additional cuts will be necessary. A specific listing of potential cuts was shown. (Please see attachment) Finally, Dr. Markward stated that the District has moved from financial recognition to financial review and is rapidly heading to financial watch status. He suggested that it would be beneficial to fix the funding problem now rather than dismantling the programs the District has worked so hard to build.</p>

	<p>Dr. Steiner then thanked Dr. Markward and Mr. Oberhaus for their presentation to the Board. The Chair then announced that the Board would take a five minute break and then come back to discuss the FY 05 Budget.</p>
<p><u>Discussion of FY 05 ISBE Budget</u></p>	<p>Dr. Steiner then called the meeting back to order stating that the Board would now have a presentation on the Discussion of the FY05 ISBE Budget to continue to develop the ISBE FY 05 Budget recommendation.</p> <p>Dr. Schiller informed the Board that the purpose of presenting the FY 05 discussions at this point would be to review the revenue estimates of the Illinois Economic and Fiscal Commission. The Superintendent then referred the Board to three documents for their review during the presentation: the FY04 Financial Budget document detailing the initiatives and expenditures by category since FY01, the FY05 Budget Options document (Please see attachment), and a historical spreadsheet from FY91 through FY04 detailing the historic view of funds and indicators. He then requested that David Wood come to discuss the revenue estimates with the Board as a recommendation will be asked of the Board in late December/early January concerning the state agency's revenue base and expenditures.</p> <p>Mr. Wood then proceeded to review the financial documents detailing the historical general funds revenue change since FY 1991, including the Illinois Economic and Fiscal Commission estimate of FY04 revenue, the Multi-Year Budget plan projected from FY03-FY07, and the FY 05 Budget Options. While explaining each of the spreadsheets, Mr. Wood emphasized the importance of understanding that the funding needs are unrelated to where the actual money comes from—federal, state, or local sources—and that these programs are not necessarily additive. However, many of the funds address similar concerns and if one is funded to address that issue, another may not have to be funded.</p> <p>Superintendent Schiller pointed out that the FY05 Budget Options spreadsheet was outlined with final FY03 data and current FY04 data, maintenance</p>

figures, low ranges and high ranges yielding moderate growth, and extended systems needed according to gaps. These gaps include: the funding gap, the educator gap, and the achievement gap, three areas of priority for ISBE to address with regard to funding to bring about improvements as well as target programs that have been traditionally funded. Dr. Schiller stated that it is important to understand in that simply moving toward the maintenance level would require over \$300 million in new money or a 5% increase just to maintain the current services being provided, not including retirement funding or the movement of the successive EFAB increase of \$250 per pupil.

Dr. Schiller then requested that Mr. Wood discuss the meaning of maintenance on the FY05 Budget Options in order that everyone would be on the same page with regard to definitions. Mr. Wood stated that maintenance refers to an attempt to essentially maintain the same level of services this year as was provided last year with regard to a rate in price adjustments or changes in COLA that affect costs.

After explaining and discussing some of the rationale behind the overall maintenance of funds, Dr. Schiller asked Mr. Wood to specifically explain how the funding distributions were developed for the FY 05 Budget Options with regard to Special Education funding. Mr. Wood along with the Board members discussed the federal and state funding levels. Dr. Schiller stated that special education was to be funded, according to IDEA, at 40% by the federal government. However, it is only being funded at about 17% currently.

Ron Gidwitz inquired as to the level of Illinois' state funded commitment to special education. David Wood stated that he has heard many different variations but did not have an exact answer but he believed the funding levels changed in 1985.

Mr. Gidwitz requested Mr. Wood and staff to develop some comments to include on the FY05 Budget Option spreadsheet to explain the increases and decreases of the funding gaps and their effects in all

	<p>areas as well as an explanation to what is needed to put the financial system together in a comprehensive way to affect positive increases across all districts. Greg Kazarian stated that this possibly could be recorded in the extended system needed area in addition to the valuable information that has already been presented. Mr. Wood affirmed that this reporting mechanism would be explored by staff.</p> <p>The Superintendent added that hopefully the agency would begin to receive testimony from the field in November and December concerning the budget options as he has had several network meetings with the legislators in the past weeks to inform them of the FY05 Budget Options and to gain their feedback and recommendations. ISBE is seeking comments from the field with the purpose of receiving some direction on how the Board should determine priorities and funding levels for the entire elementary and secondary education system that can be incorporated into the FY05 budget recommendation to the Governor and General Assembly. To solicit these comments, on the website where the FY05 Budget Options spreadsheet appears, there will be a separate comment cell for each program.</p>
<p><u>Items for Discussion</u></p>	<p>Dr. Steiner thanked David Wood and Dave McDermott for their presentation and then proceeded to state that the presentation portion of the meeting was over and that it was time to discuss the items for the Board's action during the Plenary Session.</p>
<p><u>Approval of accommodations for Initial Certificate Holders</u></p>	<p>Dr. Steiner stated that the first item for Board discussion would be the Approval of Accommodations for Initial Certificate Holders. Dr. Schiller then proceeded to review with the Board the background information concerning this agenda item. The Superintendent stated that there have been several factors associated with the process certifying Initial Certificate Holders due for Standard Certification in June 2004.</p> <p>Ron Gidwitz inquired of Dr. Schiller if the Board would authorize these accommodations would this not</p>

stigmatize the Class of 2004 by giving them a certificate at a lesser degree. Lee Patton stated that this would be the first year that there would be requirements for moving to Standard Certification other than time. She also stated that she did not believe that this class would be stigmatized as they would be submitting to the same requirements as those teachers in 2002 and 2003.

Dr. Steiner stated that she did not believe that these teachers would be stigmatized as they did not have the guidelines in which to complete the proper requirements for certification. She also stated that these teachers need more than classes. They need one on one support from their building and district administrators.

Dr. Schiller stated that the timeline for implementation should have been longer, possibly with a rollout in 2005. Beverly Turkal stated that the Board would be stigmatizing if they did not do something for the teachers who have done all that they can and have not had guidelines as to actually gain Standard Certification. Lee Patton agreed and asserted that there have only been three options for teachers in planning to gain Standard Certification: obtaining a Master's Degree, The "X-type CPDU" requirements allowing a provider to redesign an existing course, seminar, or workshop, or participating in an Induction and Mentoring Program.

According to Lee Patton, teachers in the 2004 group would be allowed to meet the pro-rated 15 CPDU requirements through Y-type activities only instead of being required to complete half X-type and half Y-type activities. This accommodation would be fair to all of the affected teachers and give potential providers time to design and put appropriate programs and activities in place.

The Superintendent, Board, and staff continued to discuss the several issues related to the availability of establishing eligibility for the Standard Teaching Certificate. It was agreed that, given the circumstances facing Illinois at this time, it is not realistic to expect that there will soon be a sufficient

	<p>quantity of appropriate, high-quality learning opportunities available to Initial Certificate holders. In addition, this puts all those teachers at a disadvantage and creates a particular hardship for those who will be time-eligible for the Standard Certificate in 2004. It was then reiterated by Board members and Ms. Patton that the State Board did not want such a disadvantage to affect teachers who have not had the opportunity to complete professional development activities due to a lack of information and/or activities to participate in.</p>
<p><u>Approval of additional Supplemental Education Service Providers</u></p>	<p>Dr. Steiner stated that the next item for discussion would be the Approval of Additional Supplemental Education Service Providers. Dr. Schiller stated that the purpose of this item was to present to the Board two candidates to offer Supplemental Educational Services as required by No Child Left Behind. Only two out of fourteen schools that applied for approval met the requirements as outlined in the applications. Dr. Lynne Curry stated that the twelve that did not meet the standard submitted incomplete applications. Therefore, she stated that she believed they would apply again.</p> <p>Superintendent Schiller stated that the goal of approving these service providers would be to offer quality education services to the students in the schools not meeting standards by allowing quality educators to provide appropriate and effective educational services. The two providers recommended for approval include Cicero School District 99's Extended Day Program designed to improve reading skills of K-8 students and Wicker Park Learning Center's individual remediation programs based on pre-tests and ITBS test results.</p>
<p><u>Rules for Initial Review—Part 27 (Certification in Specific Teaching Fields)</u></p>	<p>Dr. Steiner then stated that the next item for Board discussion would be the Rules for Initial Review—Part 27 (Certification in Specific Teaching Fields). Dr. Schiller then proceeded to give some background information on the agenda item stating that the purpose of this item would be to present the proposed amendment for initial review and secure the Board's authorization to distribute for public comment. In addition, Dr. Schiller asserted that this rulemaking would remove a provision from Part 27 that was</p>

	<p>inappropriately included in the standards for Technology Education Teachers when these rules were originally promulgated.</p> <p>The language being struck describes inputs rather than competencies and thus is inconsistent with a standards-based approach. In addition, there was concern in the technology education field that the requirement for 2000 hours of work experience confuses the distinction between certification in vocational areas or trades that is based on work experience with certification to teach exploratory technology education programs which are also incompatible with NCATE standards, according to representatives of approved technology programs.</p> <p>Thus, with Board approval staff would submit the proposed amendment to the Administrative Code Division for publication in the <u>Illinois Register</u> to elicit public comment.</p>
<p><u>Rules for Initial Review—Part 120 (Pupil Transportation Reimbursement)</u></p>	<p>The next item for Board discussion was the Rules for Initial Review—Part 120 (Pupil Transportation Reimbursement.)</p> <p>Dr. Schiller asserted that the purpose of this agenda item would be to also present the proposed amendments for initial review and secure the Board’s authorization to distribute them for public comment as the Rules for Initial Review—Part 27.</p> <p>This rule was developed in response to a problem revealed through a district’s (Oak Part District 97) application for a modification of an existing rule on pupil transportation reimbursement through the waiver process established under Section 2-3.25g of the School Code.</p> <p>Oak Park petitioned to be allowed to treat each category of transportation services separately for the purposes of calculating reimbursements, even though the district employed only one contractor to provide both regular and special education transportation. While agency staff understood that using the proration mechanism provided in the rules would reduce the district’s annual transportation costs by \$60,000, waiving the requirement could not result in</p>

	<p>meeting the intent of the rule (cost containment) more effectively or efficiently, a criterion for approval of the request. Therefore, it was agreed that the agency should explore a revision to the rule to accommodate the situation that had been brought to light.</p> <p>Therefore, the amendment presented delineates the ability to treat categories separately even when there is a single contractor, provided that each contract is based on the lowest bid among at least two. It is the hope that this provision will resolve the issue faced by Oak Park for the district and potentially for others, without creating unintended incentives that would compromise cost containment.</p>
<p><u>ISBE Monthly Reports</u></p>	<p>Dr. Steiner stated that the next item would be the ISBE Monthly Reports.</p> <p>Dr. Schiller asserted that staff presents the monthly reports to the Board at each Board meeting in order to provide the Board standard reports with key information on fiscal and administrative activities of the state agency. He then stated that it would be the action of the Board to accept and approve the monthly reports.</p> <p>Mr. Gidwitz inquired to the authorized, affordable headcount level of the agency. Dr. Schiller responded by saying that staff has a budget that is being watched very carefully. With all the pluses and minuses, the agency is “on the cuff” and is working very hard to stretch the dollars that are available. Dr. Schiller then stated that staff was available to answer any other questions regarding the reports. As there were no further questions regarding the monthly reports, Dr. Steiner stated that the discussion portion of the meeting was over and that the Board would reconvene at 9:30 a.m.</p>
<p><u>Closed Meeting Motion</u></p>	<p>Dr. Steiner then inquired of Board if there would be a need for a Closed Session. The Board responded affirmatively stating the Superintendent’s Evaluation among other business items had to be addressed. Dr. Steiner then called for a motion to go into closed session. Greg Kazarian motioned that the State Board of Education go into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:</p>

	<ul style="list-style-type: none"> • Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee. <p>Section 2 (c) (11) for the purpose of discussing litigation. The motion was seconded by Ronald Gidwitz. The meeting then recessed at 4:07 p.m. for the day.</p>
<p><u>Reconvene</u></p>	<p style="text-align: center;"><u>Thursday, October 23, 2003</u></p> <p>Dr. Steiner reconvened the meeting at 9:34 a.m. by asking for the roll to be called. All members were present for the second day of the meeting, with the exception of Richard Sandsmark, as Judith Gold joined the meeting at 9:45 a.m. via conference call and was on the call intermittently throughout the meeting.</p>
<p><u>Rock Island Showcase</u></p>	<p>Dr. Steiner announced that The Illinois State Board of Education was pleased to have the Rock Island School District present an innovative program being used in their district called the Classroom Cubed. Classroom Cubed uses 3-D Visualization Models for K-12 education in an attempt to improve student attention span and provide an enhanced learning environment that allows students to have the opportunity of seeing the subject matter in a completely different manner than how they would see it from a textbook. After this brief introduction, Chair Steiner then asked the Board to please welcome Rock Island School District.</p> <p>To begin the showcase, Rock Island Schoolteacher Lori Anderson presented a mock Classroom Cubed lesson to the Board and audience detailing the process she would go through to teach certain concepts using the model, how her students responded to the instruction, and the positive results of learning the content using this method.</p> <p>After the presentation, J. Jay Marino, Assistant Superintendent for Instruction and School Improvement of Rock Island presented the data from using Classroom Cubed in two different school</p>

	<p>samples. It was the attempt to get differing types of schools in enrollment, population characteristics, and mobility. There was also a comparison between traditional instruction and classroom cubed instruction. Instructional gains were experienced in both schools with both models. Four different classrooms were used in the study. When compared, the classrooms that had the opportunity of learning with classroom cubed had greater gains. The average gain in the tradition approach was a 9.7% gain. The average gain from classroom cubed was 28.7% gain.</p> <p>Mr. Marino stated that this program is important as it strives to meet Rock Island's goal of providing quality academic instruction to meet their motto of "Excellence Everyday." The district has committed to continuous improvement of the baseline data by analyzing the current data and using it to drive instruction in the classroom.</p> <p>Classroom Cubed instruction used in conjunction with researched-based instruction instructional strategies such as: brain research, learning styles and Multiple Intelligences (MI), cooperative learning, standards aligned classrooms, and use of quality tools in the classroom will help Rock Island increase academic achievement for all learners in the district.</p> <p>According Ms. Anderson and Mr. Marino, Classroom Cubed enables all students to learn and further their knowledge. Dr. Steiner thanked Rock Island for their presentation. (Please see attachment)</p>
<p><u>Illinois Spotlight Schools</u></p>	<p>Dr. Steiner then proceeded to the next agenda item by announcing that the Illinois Spotlight Schools awards grew out of research on high poverty, high performing schools sponsored by the Illinois State Board of Education and conducted at Northern Illinois University (NIU). One of the recommendations of that study was to establish a recognition program for these extraordinary schools. Dr. Steiner then stated that it was with pleasure that the Board would have the opportunity to recognize the first schools to receive the Illinois Spotlight School Awards at a State Board meeting.</p>

Dr. Schiller further asserted that it is with pleasure that the State Board present awards to schools that have been successful in taking on students from low-income/poverty arenas. Due to this fact, these schools are called Spotlight Schools in that they are doing all that they can to service the children in their high poverty areas in an attempt to close the achievement gap that exists within the districts around our state.

Dr. Schiller announced that the seven presentations given at the meeting are just the first of the twenty-six schools that will be recognized around the state for their tremendous efforts to increase student achievement for all of the students in their schools.

To award the Spotlight awards, Dr. Schiller called each of the principals of the schools up to accept their school's award and to briefly share what they believe led to their school's success.

The first school awarded a Spotlight Schools Award was Earl Hanson Elementary School. After Debra Desser, principal of Earl Hanson accepted the award, she cited leadership, culture, and instructional focus as key elements to the success of Earl Hanson. Principal Desser stated that the leadership team must be respected and be knowledgeable with respect to school-wide programs and initiatives. She also stated that the team must commit to working hard toward the school's goals.

With regard to culture, the Earl Hanson principal stated that there are no excuses when it comes to culture. She stated that if you are not improving, you are falling behind. She stated that the school used such programs as the Accelerated Schools model which encompasses collaborative decision making and a cadre/team method to help address the needs of their culture.

The school also made Instructional focus their goal with early and continued intervention in the lives of students who were failing as well as succeeding. In addition, the principal stated that the school had continual celebrations for their growth in

achievement.

The next school to be awarded the Spotlight Award was Harding Primary School. After the Sue Wilson, the principal accepted the award, she began to speak of how Harding Primary gained so much success. She stated that the school started six years ago on academic warning list. Principal Wilson credited the reorganization of a four block reading program, the Positive Behavior Intervention Strategies (PBIS) program, the wonderful support from the Superintendent and teachers who are willing to go the extra mile as key mechanisms that led to successful a successful academic and social environment within their school.

The next school to receive the Spotlight Award was Blackhawk Elementary School from Freeport School District 145. The principal Donna Benton stated that her school of 300 students was a mix of black, white, and Hispanic children, and 14% of the student population is Special Education. In addition, all forty teachers on the staff are involved in school improvement. Ms. Benton stated that within the school there is a great opportunity for leadership capacity which involves people talking and studying how things can improve. For example, the school's team worked as partners on developing and revising the Student Improvement Plan to check for accuracy and completeness.

The school prides itself on having an active PTO, which is in the building all of the time. Ms. Benton stated that Blackhawk Elementary is also a data driven school which reviews and reflects upon all school-related data. The school also sponsors tutoring programs and after school programs for their students.

Sharon Carol, principal of Whittier Primary School stated that it is important to know what quality stands for, recognize the achievement gap, analyze the data by putting children in different categories to drive instruction, support teacher collaboration, be flexible as an administrator, encourage teachers to be creative, know that teachers matter, create a culture

of learning which includes character education, maintain a hard working staff, have a love for children, recognize the role of education in promoting social justice, provide incentives for teachers and students, focus on the positive, implement community collaboration, have respect for grade levels that have contributed to third grade success, get into classrooms as a principal, and most importantly, teach what is to be tested and how it is to be tested.

Dr. Schiller then announced that Quincy School District 172 was the only district in the state to have three school represented from their city.

Principal John Tignor of Berrian School stated that the goal at his school is to set the plate everyday and get students to the point that they are ready to learn everyday. Mr. Tignor stated that the key to this is building relationships with and between kids. Their district has used materials from Dr. Fay's love and logic techniques as well as Ruby Payne. The school has a theme of KINDNESS and a violence-free plan. At their school, professional growth is important to high academic achievement. The staff has book talks on such topics as guided reading and writing. In addition, the school has stopped centers and children are engaged in 45 minutes of reading daily. The school has work diligently to build team. Mr. Tignor stated that using the strength you have together and building upon it is the key to an effective school.

At that point, Dr. Schiller enlisted the help of the spotlight schools suggesting a workshop in the winter be developed to invite those schools that are not achieving to hear these important keys to success.

Patricia Rokusek of Dewey Elementary School affirmed that she agreed with all the things that the principals shared. She stated that it is also important that all staff are committed to seeing to it that all children learn. It is also important to talk with children and not at them and to let children know that they are important everyday. She gave credit to the teachers at Dewey who give the commitment and love to the children every day.

<p><u>Susan Shea, Illinois Education Association</u></p>	<p>teaching. She then again asserted that prorations should be made for the Class of 2005 as the time frame for participating in certification activities is short for them as well.</p> <p>Dr. Steiner then called Susan Shea to address the Board with her issue. Susan Shea, president of the Illinois Education Association stated that she was present to also address the Board concerning the Initial to Standard Certification. Ms. Shea stated that IEA was in support of giving the class of 2004 “a pass” in accordance with the State Teacher Certification Board’s recommendation. Ms. Shea also discussed proration of requirements for 2005. While she stated that it is important to also adapt the requirements for the Class of 2005 due to the time frame, she stated that the state must however take care of class of 2004 first and set aside other issues regarding 2005 and 2006. Ms. Shea stated that the state should simply move the Class of 2004 from Initial to Standard and let the General Assembly know that due to budget cuts and staffing issues, the Classes of 2005 and 2006 will be addressed at a later time, possibly in the Spring.</p> <p>Ms. Shea also stated that she was interested in eliminating the X credit as IEA cannot provide those services and many are not qualified to give these types of credit. She stated that X activities need to be moved into the Y to provide more quality professional development to teachers seeking certification and thus open the opportunities for teachers to gain a variety of different types of experiences toward their certification.</p>
<p><u>Approval of Minutes</u></p>	<p>Dr. Steiner then stated that the Board would move on to approve the September 17-18, 2003 minutes as published. Thus, she asked for a motion to approve the minutes. Dean Clark then moved that the Illinois State Board of Education approve the minutes of the September 17-18, 2003 meeting as published. Joyce Karon seconded the motion. The motion carried as all members present voted yes. Dr. Steiner then asserted that the minutes stood approved as published.</p>
<p><u>Action Items</u></p>	<p>Dr. Steiner stated that each of the action items have</p>

	<p>been reviewed by the Board and by the appropriate committees and discussion on the items took place prior to the meeting. Therefore, Dr. Steiner stated that she would ask for the Superintendent to summarize each item, then she would call for a motion, allow Board discussion, and then the Board would take appropriate action.</p>
<p><u>Approval of accommodations for Initial Certificate Holders</u></p>	<p>Thus, Dr. Steiner stated that the purpose of the first item for Board attention and action was the consideration of the Approval of accommodations for Initial Certificate Holders. Dr. Schiller stated that this topic was discussed at length on the previous day, and that it was agreed that this is a problem that must be dealt with in the simplest fashion possible. He stated that the Board should heed the recommendations that were brought forward in order segment the immediacy of the 2004 class and go forward with legislation with the following classes to painlessly make accommodations for the teachers affected by these provisions.</p> <p>Greg Kazarian then stated that he would make the motion that the Board accept the Superintendent's Recommendation with an amendment. Mr. Kazarian moved that Illinois State Board of Education hereby direct staff to seek legislation during the fall 2003 session that would:</p> <ul style="list-style-type: none"> • waive the professional development requirements for Initial Certificate holders who will be time eligible for the Standard Certification in June 2004; • delete the requirement that Initial Certificate holders must notify the LPDC regarding their choice of activity; and • delete the requirement that out-of-state teachers must meet the professional development requirements for moving from the Initial to Standard Teaching Certificate to out-of-state teachers who have at least four years of experience and who meet all other requirements. <p>The amendment that Mr. Kazarian made was to delete from the motion to direct staff to seek legislation during the fall 2003 session that would:</p>

- authorize the State Board of Education to prorate the induction and mentoring and coursework requirements for those who will be time-eligible for the Standard Certificate in June 2005 and June 2006.

Mr. Kazarian stated that he believed that between now and the time the Classes of 2005 and 2006 are ready for Standard Certification, the state should have requirements outlined, in enough time for those teachers to choose their course of professional development and complete it within a reasonable amount of time.

He also moved that if the General Assembly does not wish to waive the professional development requirements for the 2004 Standard Certificate candidates, the staff is directed to propose, an alternative that teachers in the 2004 group be allowed to meet the prorated CPDU requirements through Y type activities only. Thus, he moved that the State Board further direct staff to:

- Modify the current rule requiring Initial Certificate holders to notify the LPDC of their chosen option by a date certain (within two years of receiving the certificate or by January 1, 2004, whichever comes later) and substitute required notification "prior to completion of the four years of teaching experience;"
- Identify other options for additional flexibility that could be achieved through rulemaking and bring such recommendations to the Board in November; and
- Identify and vigorously support actions that would quickly expand the availability of learning opportunities for Initial Certificate holders. This could include use of NBPTS programs, replication of X-type CPDU activities in every region of the state, and some combination of online and traditional

	<p>activities.</p> <p>Ronald Gidwitz then said that he could agree with that amendment to the motion and then seconded the motion. After some further discussion and deliberation in support of finding a simple and immediate resolution for the Class of 2004, with concern being given to 2005 and 2006 as well, Dr. Steiner called for a vote on the motion.</p> <p>The motion passed as all members present voted yes.</p>
<p><u>Approval of additional Supplemental Education Service Providers</u></p>	<p>Dr. Steiner then stated that the Board would next take action on whether to approve the additional Supplemental Education Service Providers brought before the Board in discussion on the previous day. She then asked for a motion on the item. Bev Turkal made the motion stating:</p> <p>Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote the maximum participation of supplemental educational service providers and maintain an updated list of approved providers, I move that the Illinois State Board of Education approve the vendors identified on Attachment #2, namely, the Cicero School District 99 and Wicker Park Learning, for addition to the Illinois list of approved supplemental education service providers.</p> <p>The motion was seconded by Dean Clark. As Dr. Steiner called for discussion, and there was no discussion from the Board, she asked that the roll be called to take the vote. All members present voted yes. Therefore, the motion passed.</p>
<p><u>Rules for Initial Review—Part 27 (Certification in Specific Teaching Fields)</u></p> <p><u>Rules for Initial Review—Part 120 (Pupil Transportation)</u></p>	<p>Dr. Steiner announced to the Board that there were two Rules for Initial Review that the Board had to take action on. She then requested that a motion be made concerning Part 27 (Certification in Specific Teaching Fields) and Part 120 (Pupil Transportation Reimbursement).</p> <p>Joyce Karon moved that the Illinois State Board of Education hereby authorize the solicitation of public comment on the proposed rulemaking for: Standards for Certification in Specific Teaching</p>

<p><u>Reimbursement)</u></p>	<p>Fields(23 Illinois Administrative Code 27); and Pupil Transportation Reimbursement (23 Illinois Administrative Code 120), including publication of the proposed rules in the <u>Illinois Register</u>.</p> <p>The motion was seconded by Ronald Gidwitz. As there was no further discussion on the action item, Chair Steiner called for a vote on the motion. The motion carried as all members present voted yes.</p>
<p><u>Acceptance of ISBE Monthly Reports</u></p>	<p>Dr. Steiner informed the Board that it was then necessary to take action on the last item: Acceptance of the ISBE Monthly Reports. She then asked that a motion be made on the acceptance of the reports.</p> <p>Dean Clark then moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the October 2003 meeting. The motion was seconded by Greg Kazarian. As there was no discussion on the acceptance of the reports, Dr. Steiner asked for a roll call for the Board to vote on the motion. The motion carried as all members present voted yes.</p>
<p><u>Announcements and Reports</u></p> <p><u>Superintendent</u></p> <p><u>Board Chair</u></p> <p><u>Board Operations, Chair</u></p>	<p>Dr. Steiner then announced that the Board action portion of the meeting had been completed and that the Board would entertain announcements and reports from the Superintendent and the respective chairs of the Board committees.</p> <p>Dr. Schiller stated that he had nothing else to add for the good and order of the meeting.</p> <p>Chair Steiner stated that she had no specific report either but that she did appreciate Rock Island for allowing the Board to hold their monthly meeting in their high school library facility.</p> <p>Joyce Karon reported that she and Dean Clark had the opportunity to attend the annual NASBE conference in Baltimore, Maryland and had an enjoyable time. In addition, she stated that the Board should recognize Ron Gidwitz for receiving the Friend of Schools Award at the NASBE banquet in Baltimore.</p>

<p><u>Governmental Relations, Chair</u></p>	<p>She stated that the Board should also be made aware that they received a tentative schedule of Board meeting dates for the 2004 calendar year. Dr. Schiller stated that the Board would need to take a look at the schedule for the Veto Session if indeed the session will be held during the same time in November of 2004 in order that the meeting be held in Springfield.</p> <p>Beverly Turkal then requested that Dr. Schiller report on the Governmental Relations Committee meeting. Dr. Schiller stated that, in preparation for the Veto Session, staff was anticipating legislation to be brought forth concerning non-public school recognition on a voluntary basis for schools that wish to participate as well as a supplemental to staff the program. In addition, it was also recognized that there are some needs that the agency has with regard to the vetoes. It was then stated that the most pressing need is the capacity to come to closure on the loss in subsidy for the GED program. The veto took away the \$210,000 that went to subsidize the test costs for the test takers so the fees did not have to be increased. If indeed the override of the veto is successful, the fees will not have to be raised. If the money is not available, other options may be explored. In addition, if a supplemental would go forward, staff would advocate getting the money back to also run the GED program in Cook County. If these measures do not pass, the Superintendent stated that he would come back to get direction from the Board. Because of the reduction veto, reinstatement of funding for the PBVS program would also be explored. The committee also looked at the individual pieces of legislation that would be going forth in the Veto Session and discussed the position the Board would take with other interest group as well.</p>
<p><u>Education Policy and Planning, Chair</u></p>	<p>Greg Kazarian spoke to the value of holding a Board meeting in a school district as Rock Island was such a gracious host and there was so much to be learned from the local and surrounding area districts concerning their needs and positions on certain issues in our state. Mr. Kazarian then stated that the</p>

<p><u>Joint Education Committee</u></p>	<p>committee met to discuss the FY 05 Budget with regard to program needs as well as the research on a Core Curriculum.</p> <p>Ron Gidwitz stated that there was no report as there has not been a meeting. He stated that the next meeting of the JEC would be November 3, 2003.</p>
<p><u>Other Information</u></p>	<p>Dr. Steiner then requested that the Board recognize the Monthly as well as Annual Status Report on Rulemaking included in the Board packet for their review.</p>
<p><u>Adjournment</u></p>	<p>The meeting was then adjourned at 11: 45 a.m.</p>
	<p style="text-align: center;">Respectfully Submitted,</p> <p style="text-align: center;">_____ Richard Sandsmark Secretary</p> <p style="text-align: center;">_____ Dr. Janet Steiner Chair</p>

Bureau Valley District #340

- 1376 Students
- 103 Teachers
- 340 Square Miles (25 Regular Routes, 6 Special Education Routes, 5 pre-K routes)
- Average Teacher Salary: \$39,071
- Operating Expense per Student: \$8053.51
- Per Capita Tuition: \$7016.13

Assessed Valuation Last Five Years:		Tax Rate:
1998	\$ 94,189,972	1998
1999	\$100,750,725	1999
2000	\$101,985,572	2000
2001	\$100,941,567	2001
2002	\$100,940,610	2002

Pre-Consolidation Districts

- Wyanet High School District #510
- Wyanet Grade School District #126
- Walnut High School District #508
- Walnut Grade School #205
- Western Unit School District #306
- Buda Facility
- Sheffield Elementary
- Manlius Unit District #305

Referendum Votes: YES 4004
NO 2222

State Incentives:

95-96	Salary Differential	\$204,067	Deficit Fund Balance	\$154,225
96-97	Salary Differential	\$204,067	Certified Staff	\$480,000
97-98	Salary Differential	\$204,067	Certified Staff	\$472,000
98-99			Certified Staff	\$448,000
	Salary Differential	\$ 612,201		
	Certified Staff	\$1,400,000		
	Deficit Fund Balance	\$ 154,225		
	Total Incentive	\$2,166,426		

Post-Consolidation

- Alt.Ed./BD School
- K-2 attendance center
- Demolished
- Bureau Valley North (K-2,6-8)
- Bureau Valley South (6-8)
- (3-5) attendance center
- Unit offices, (3-5) attendance center

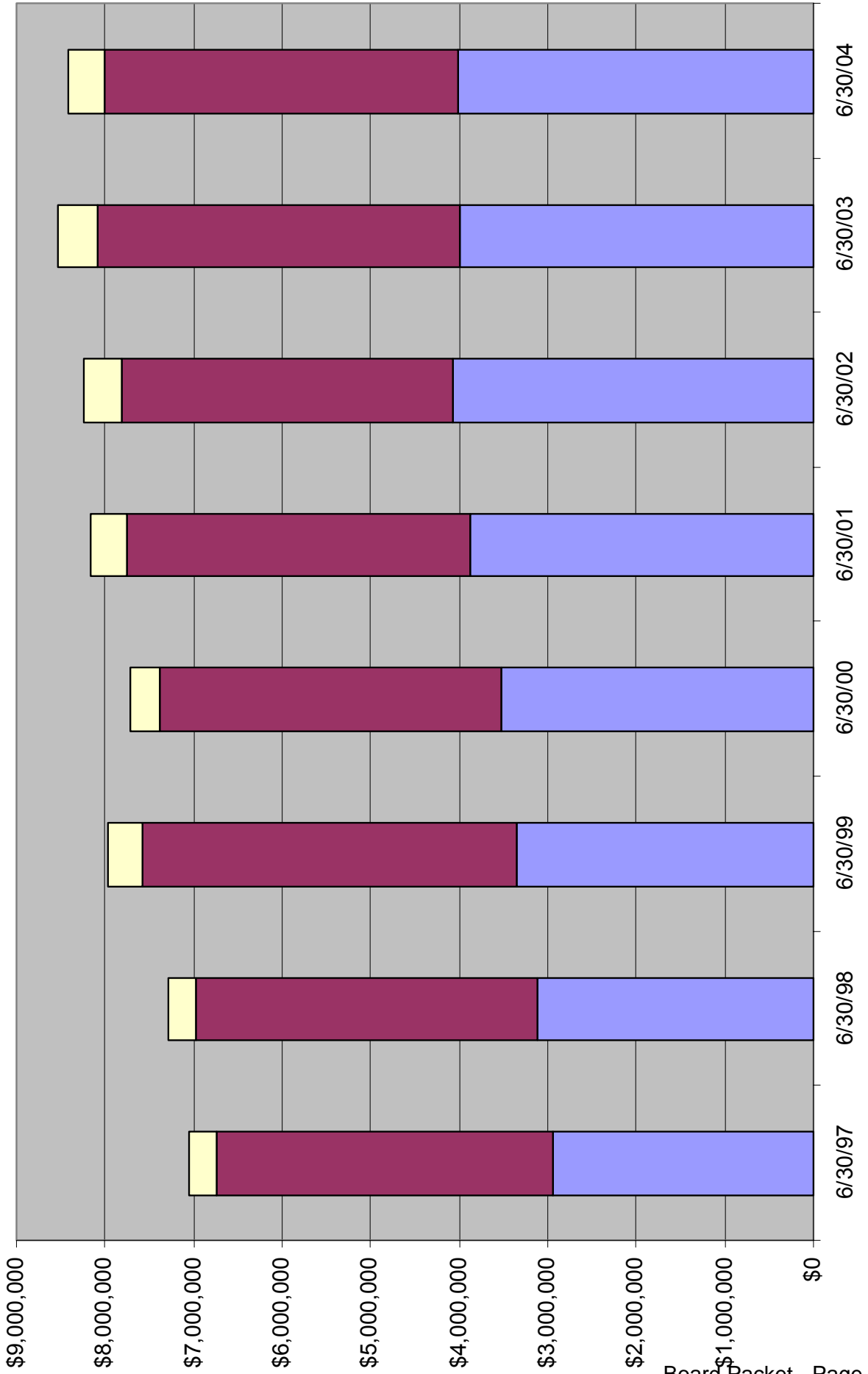
\$154,225
\$480,000
\$472,000
\$448,000

\$204,067
\$204,067
\$204,067

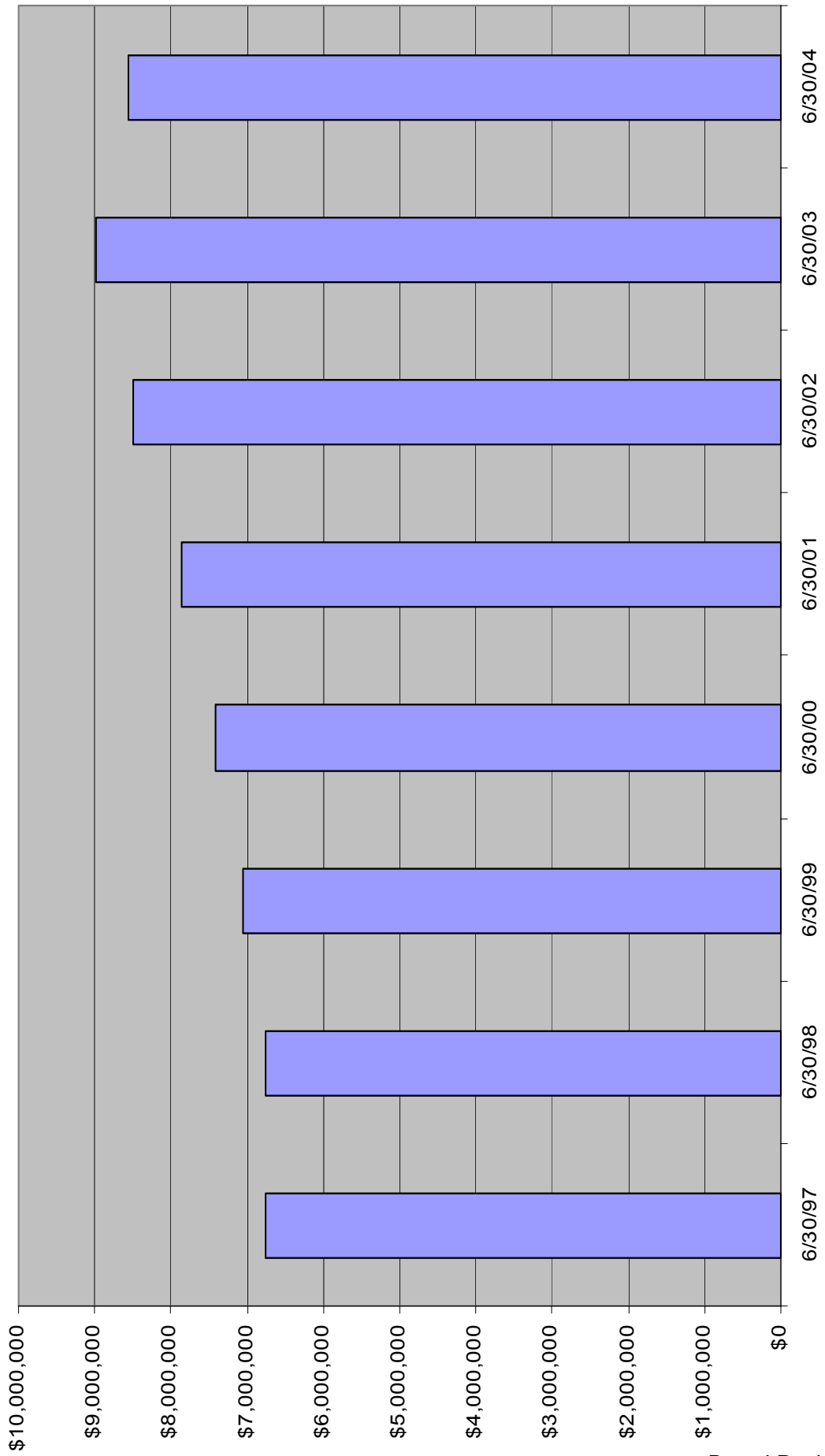
Deficit Fund Balance
Certified Staff
Certified Staff
Certified Staff

\$ 612,201
\$1,400,000
\$ 154,225
\$2,166,426

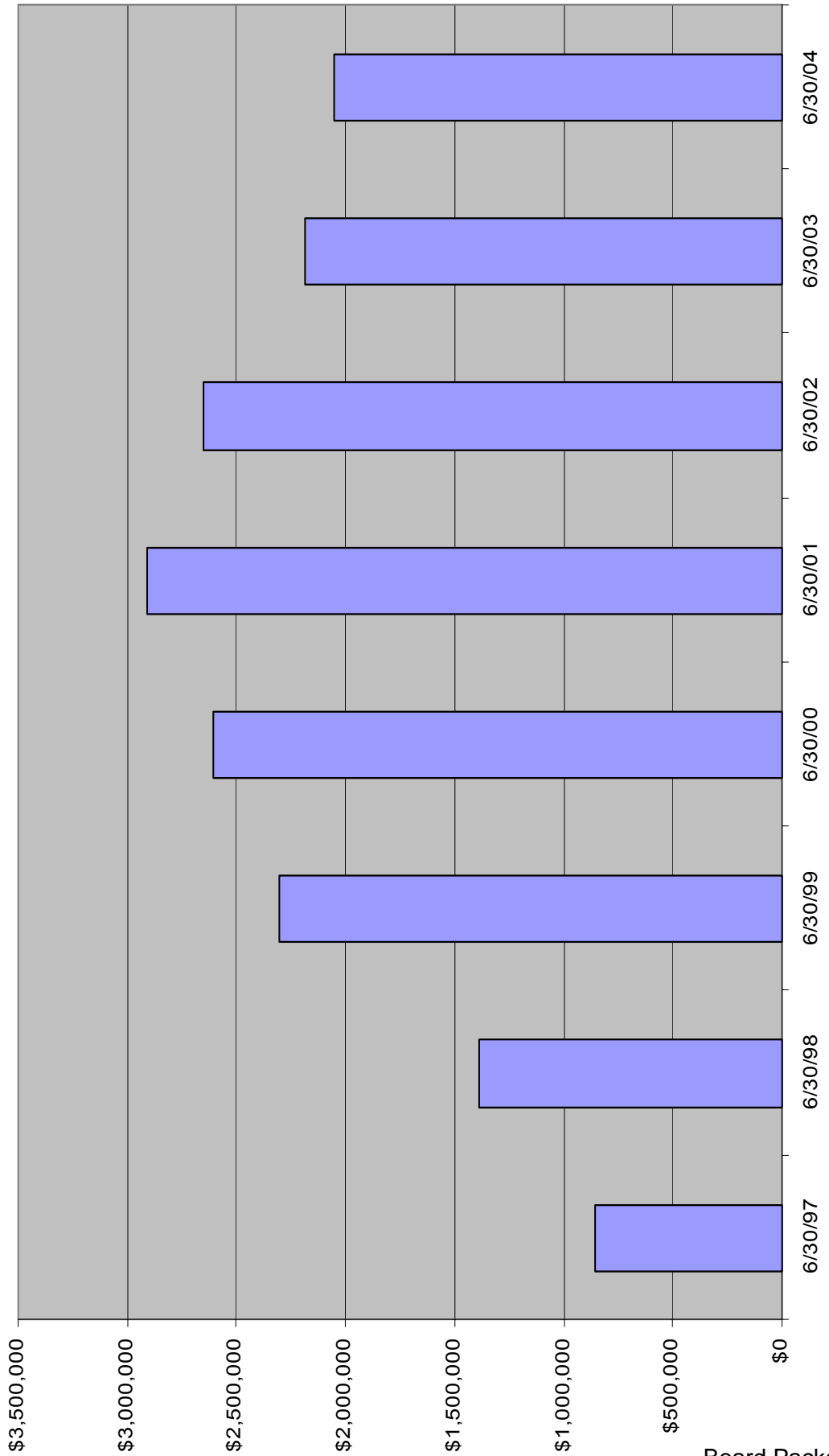
Education Revenue



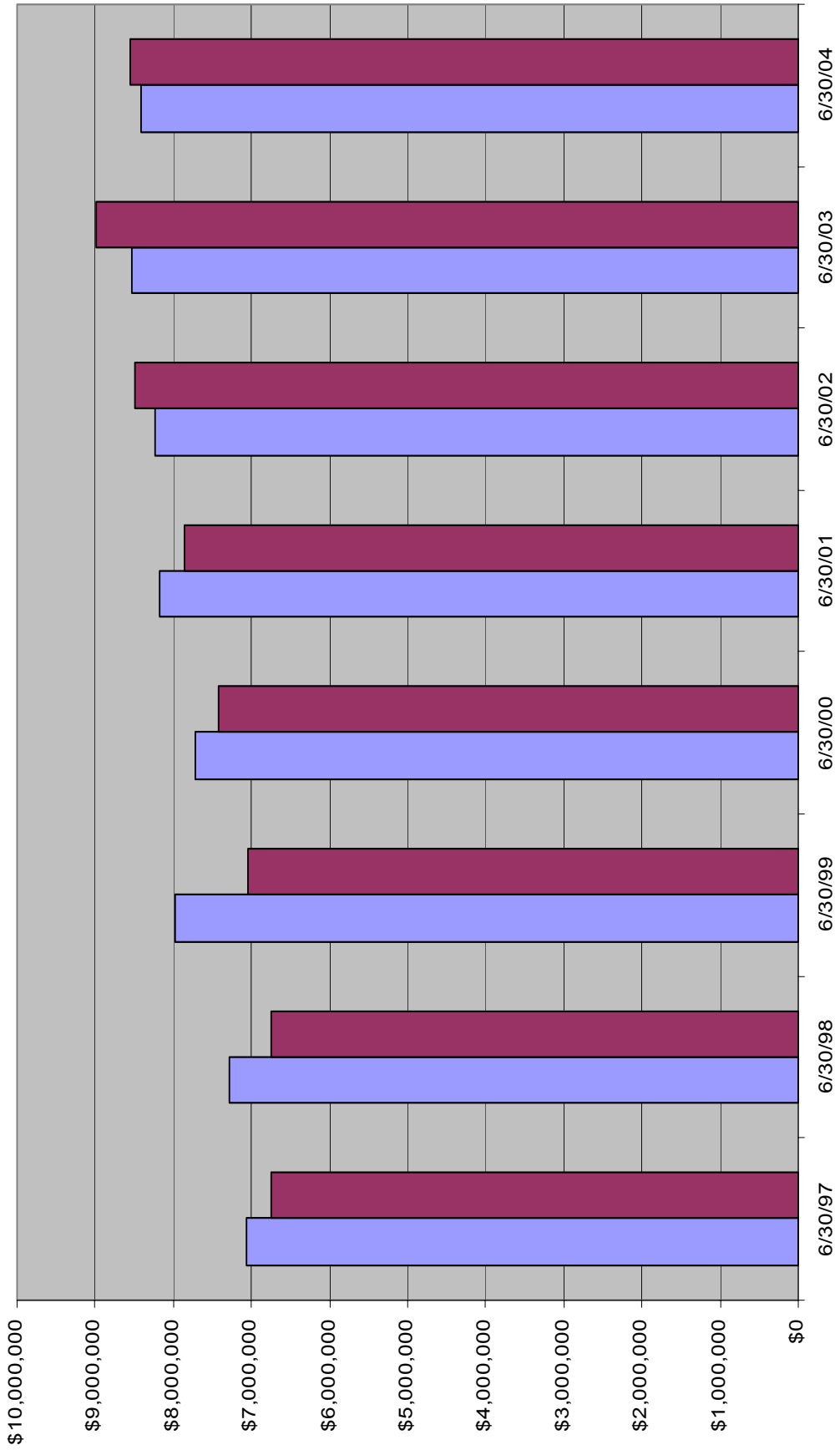
Education Expenses



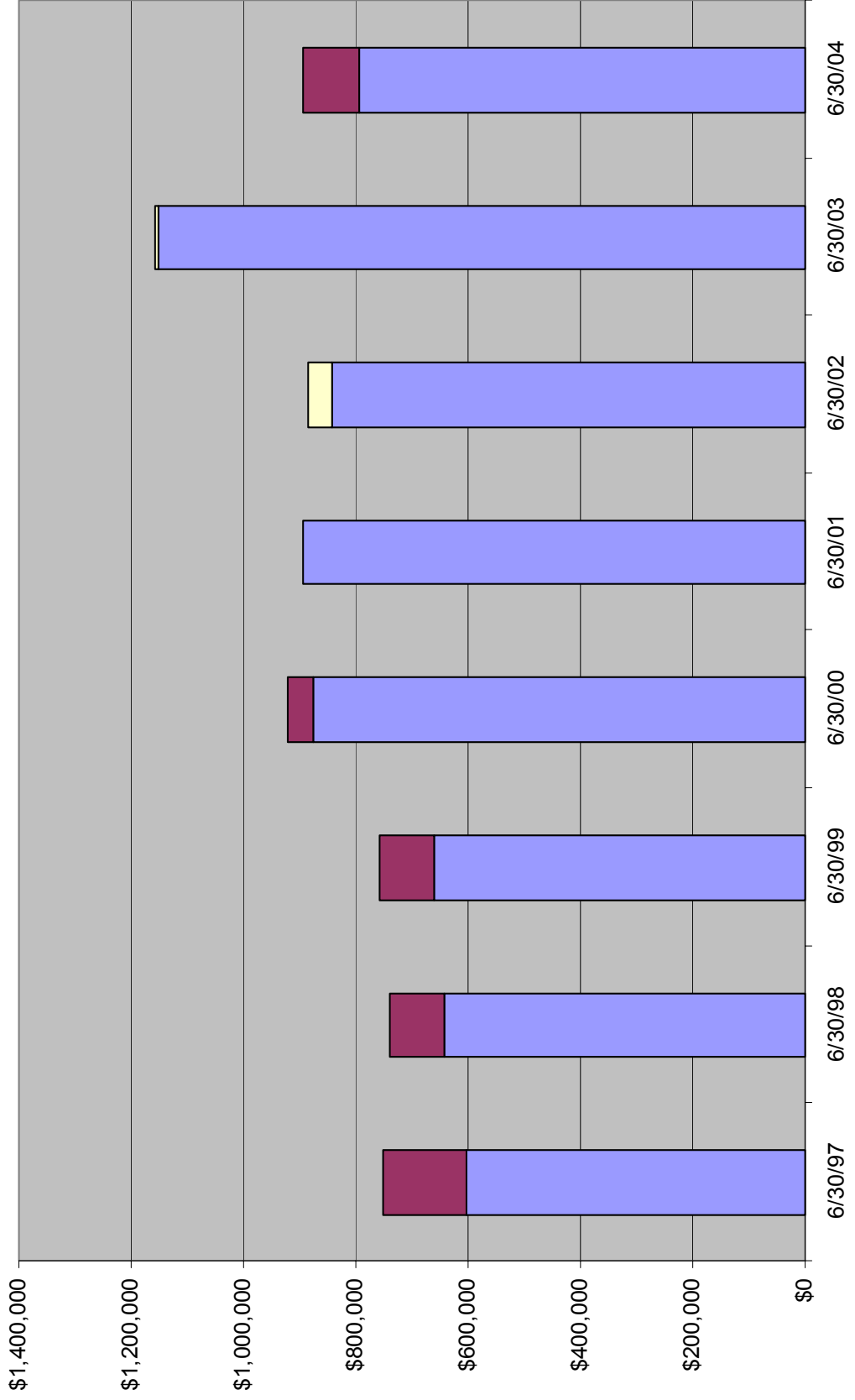
Education Fund Balances



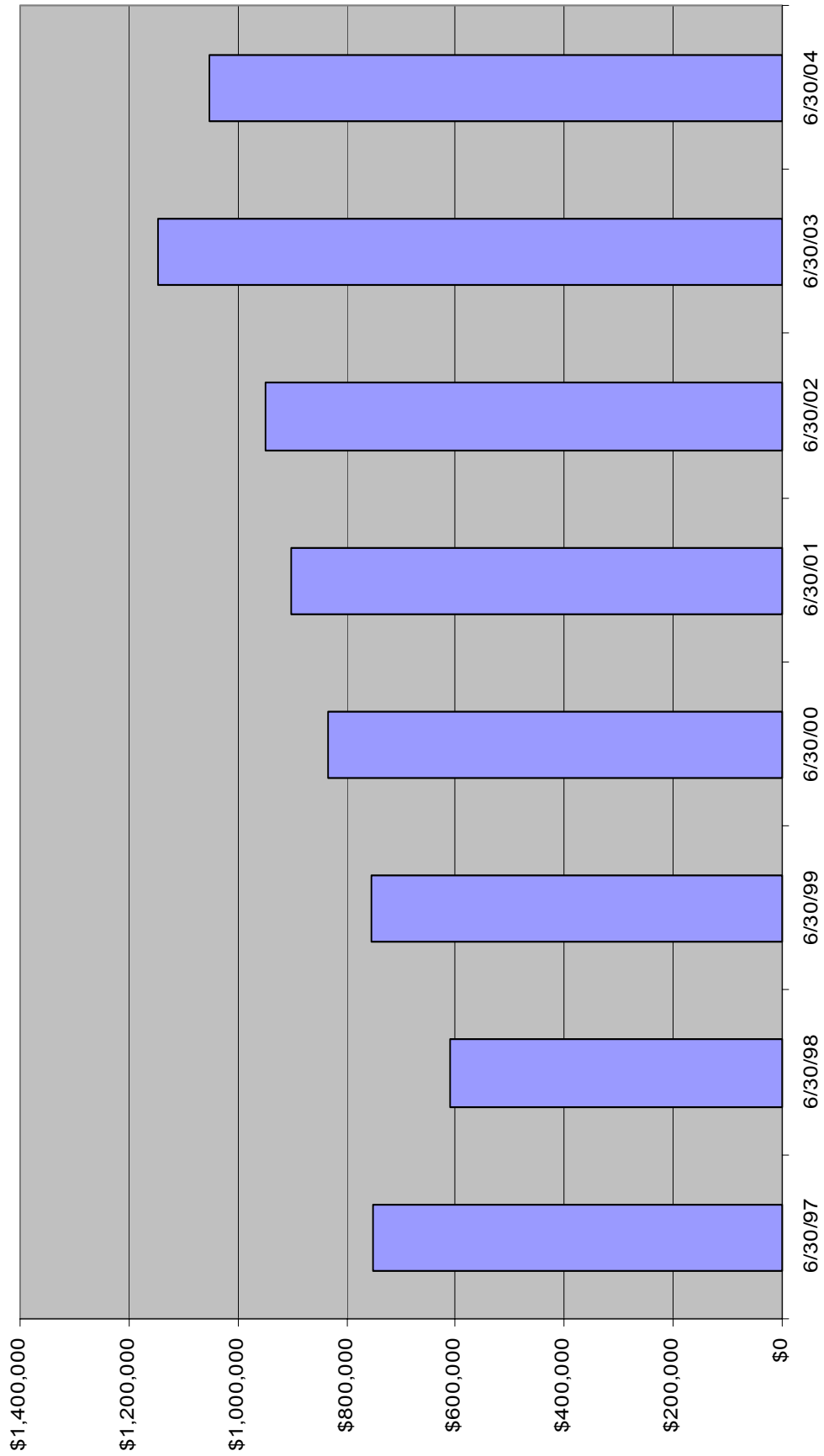
Education Fund Revenue/Expenses



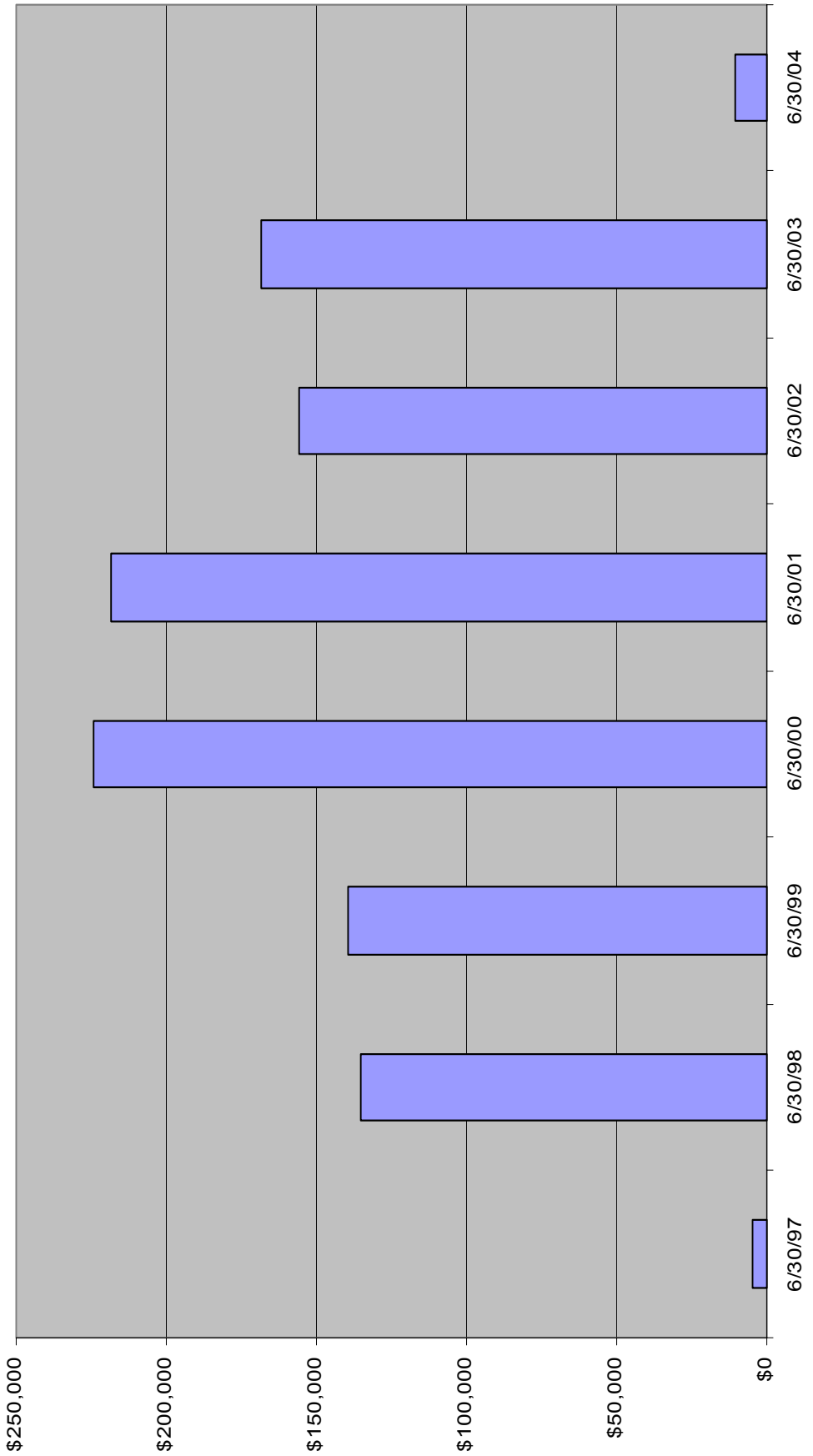
Building Revenue



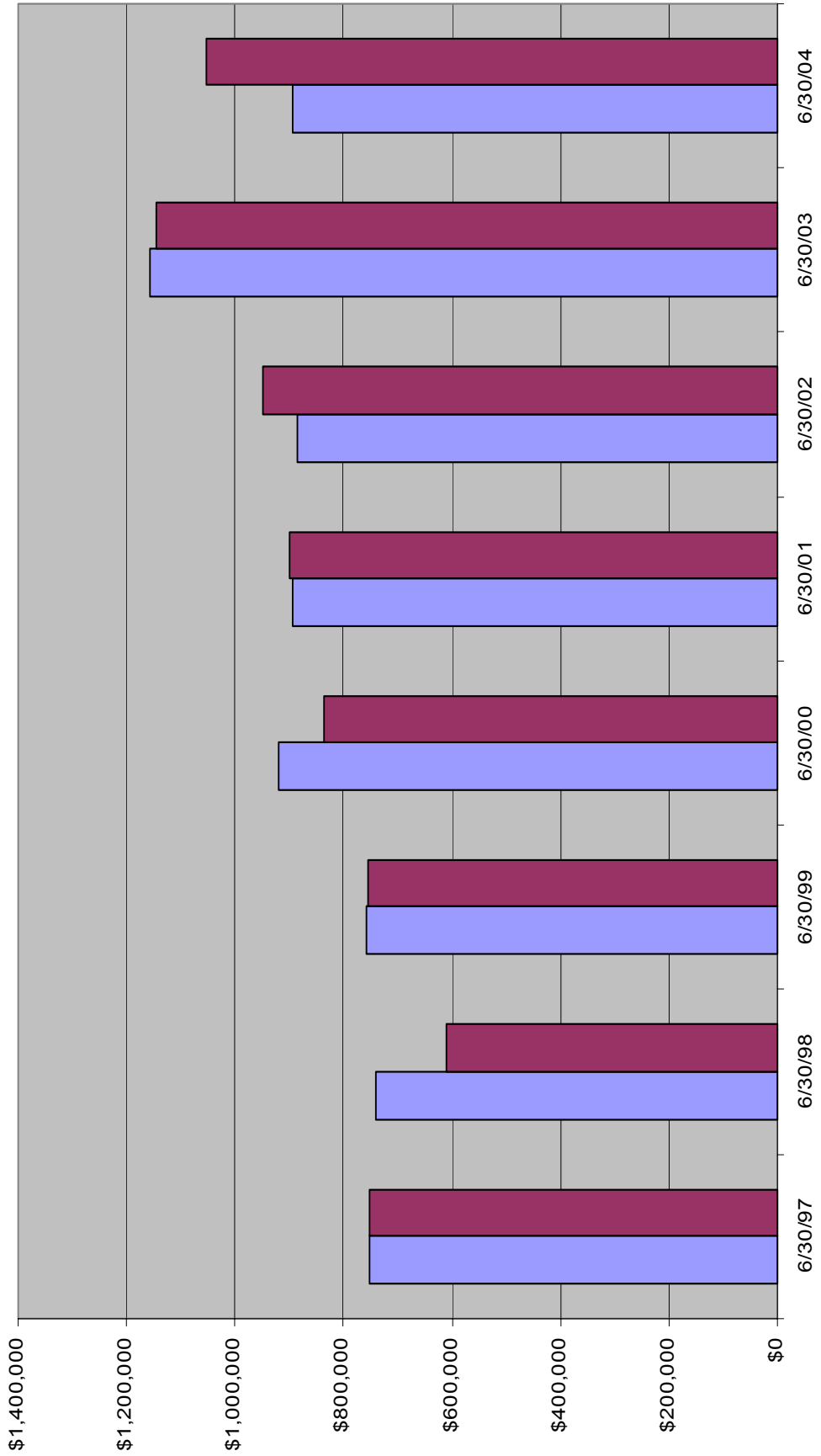
Building Expenses



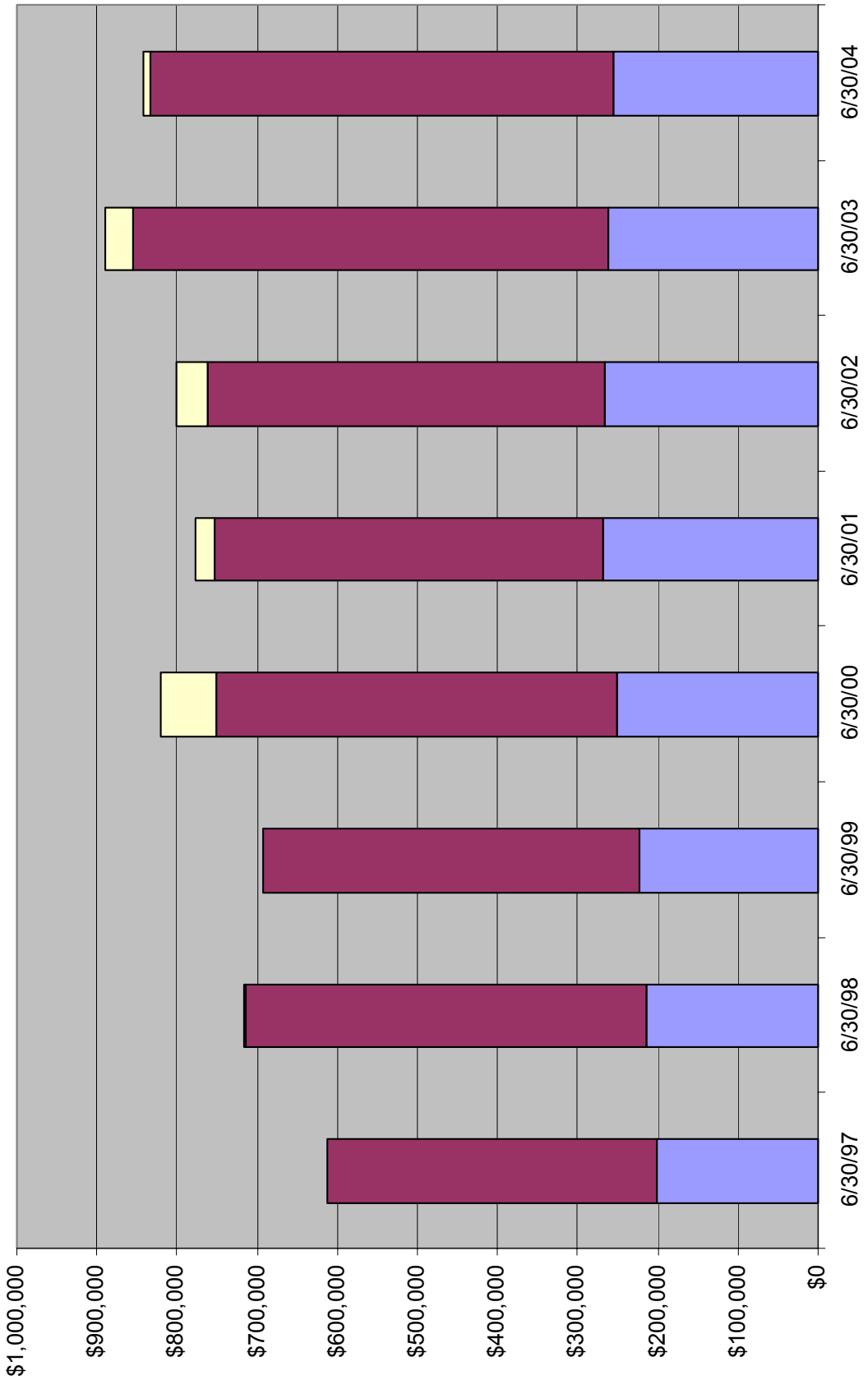
Building Fund Balances



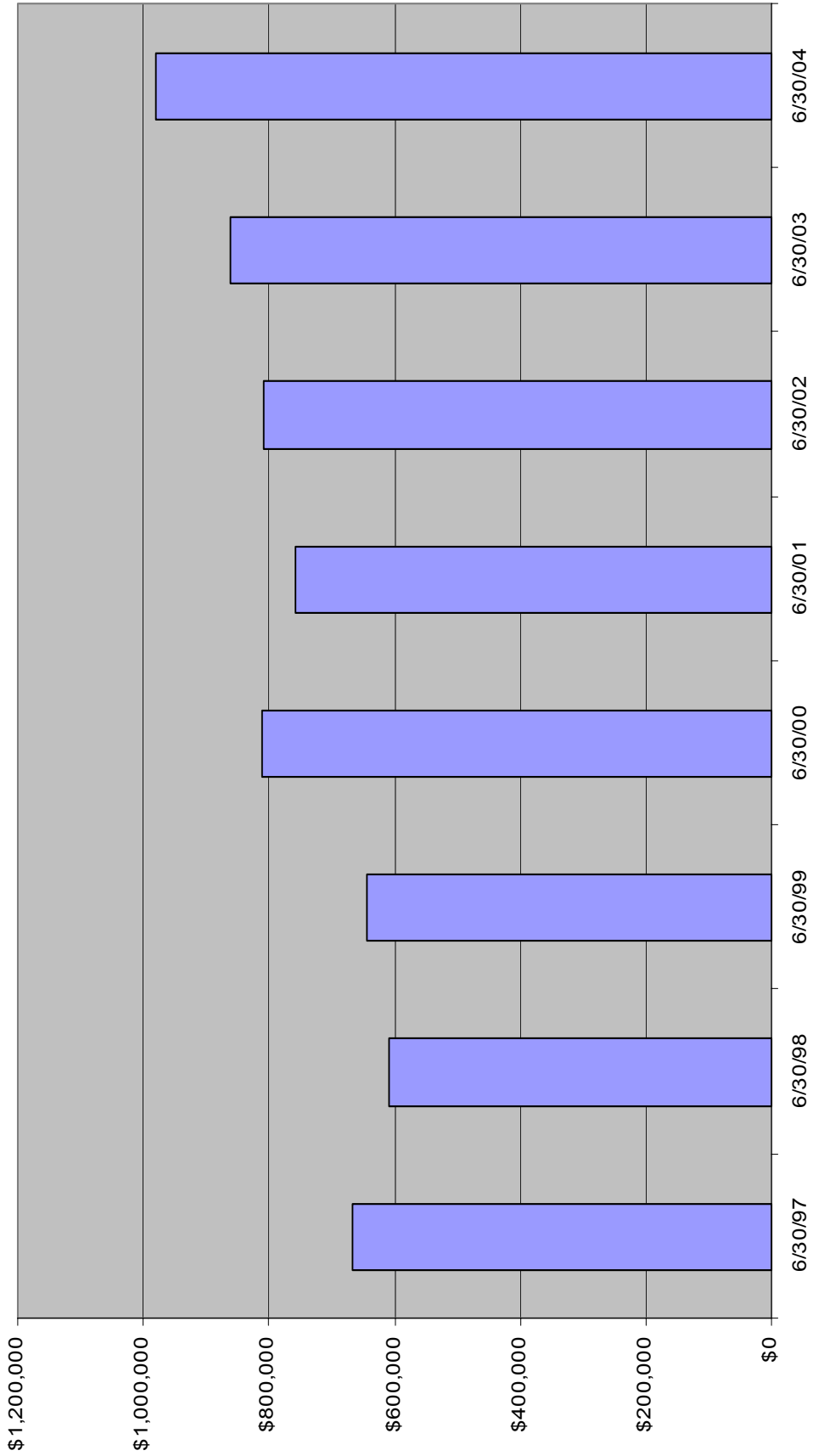
Building Fund Revenue/Expenses



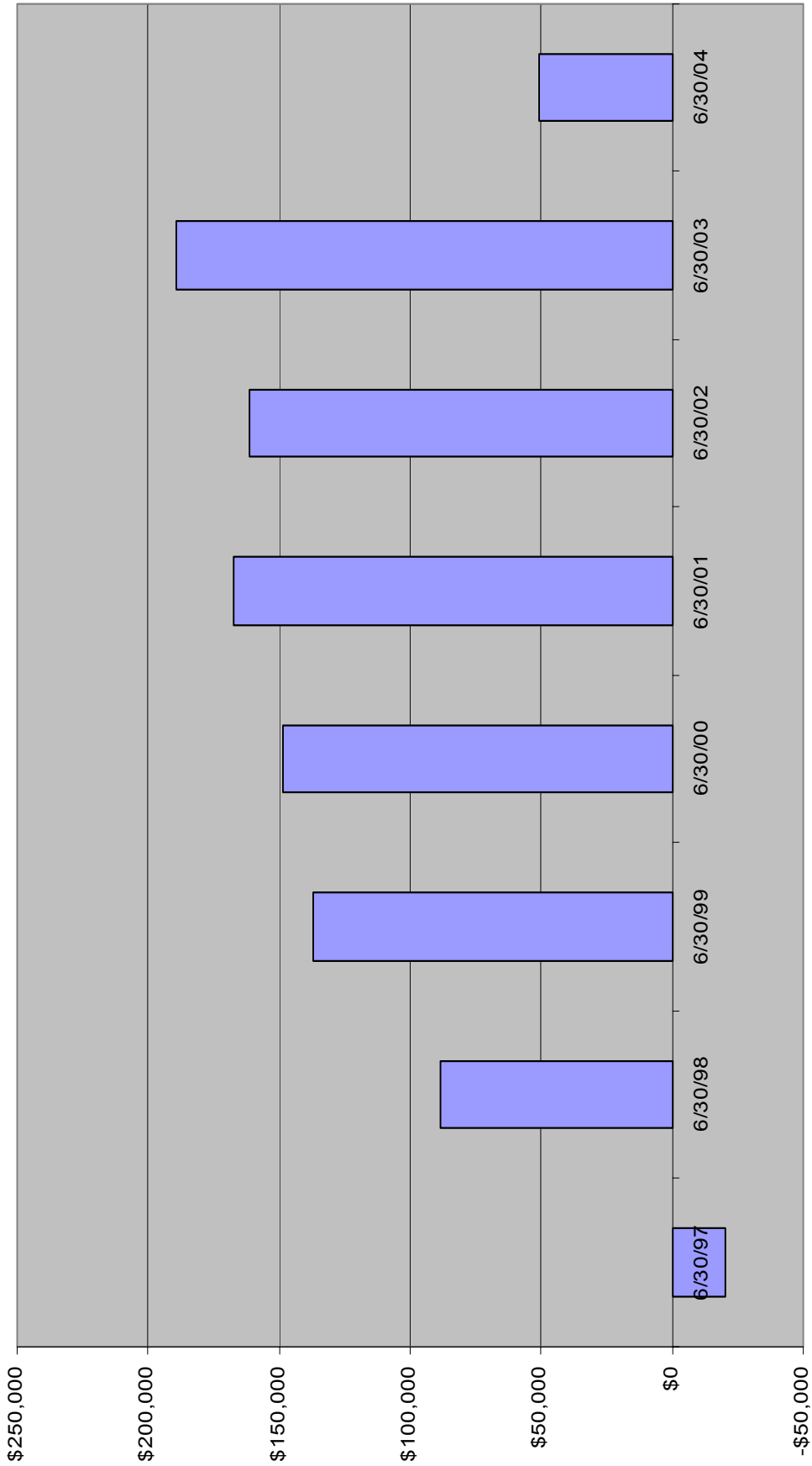
Transportation Revenue



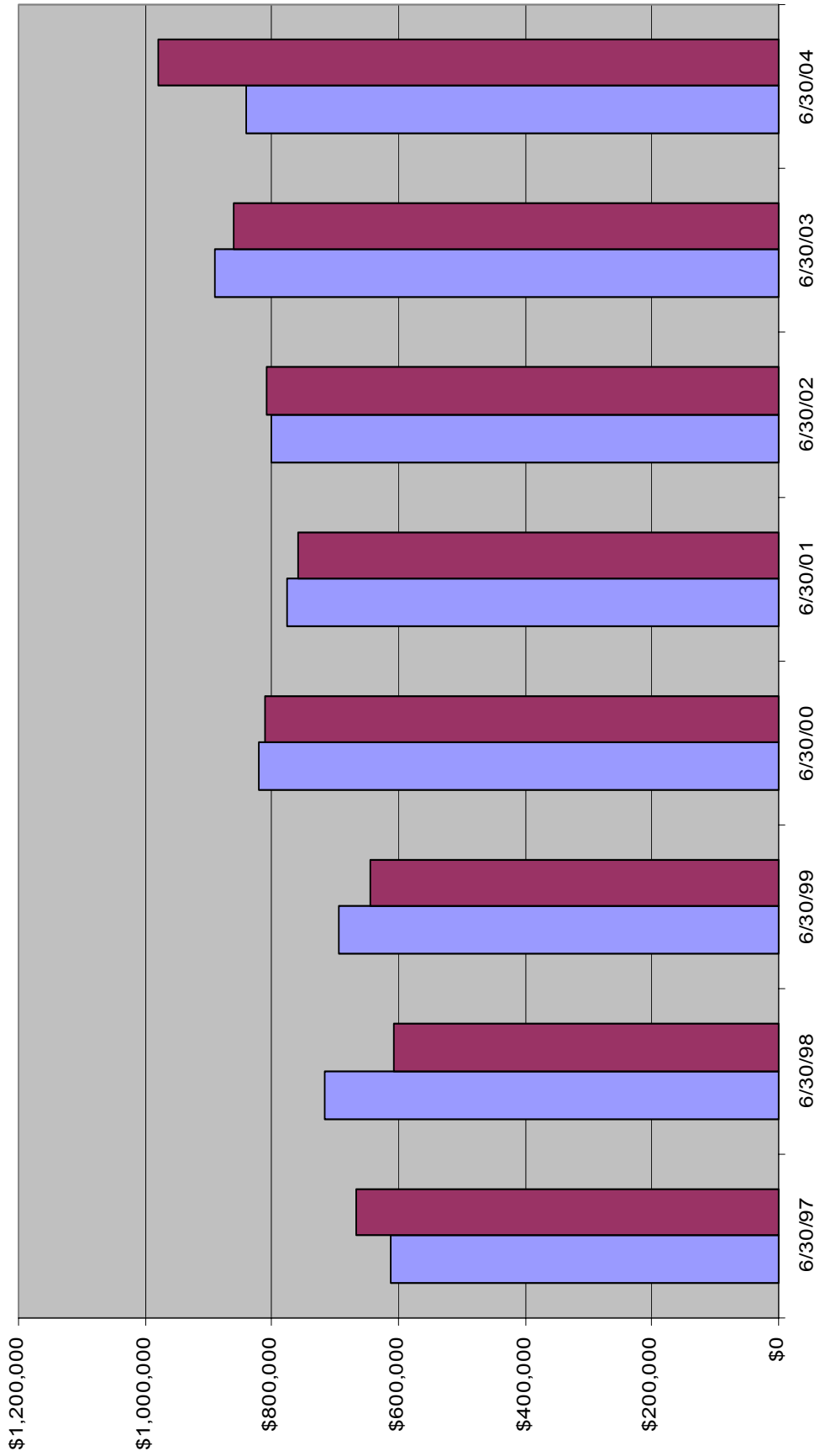
Transportation Expenses



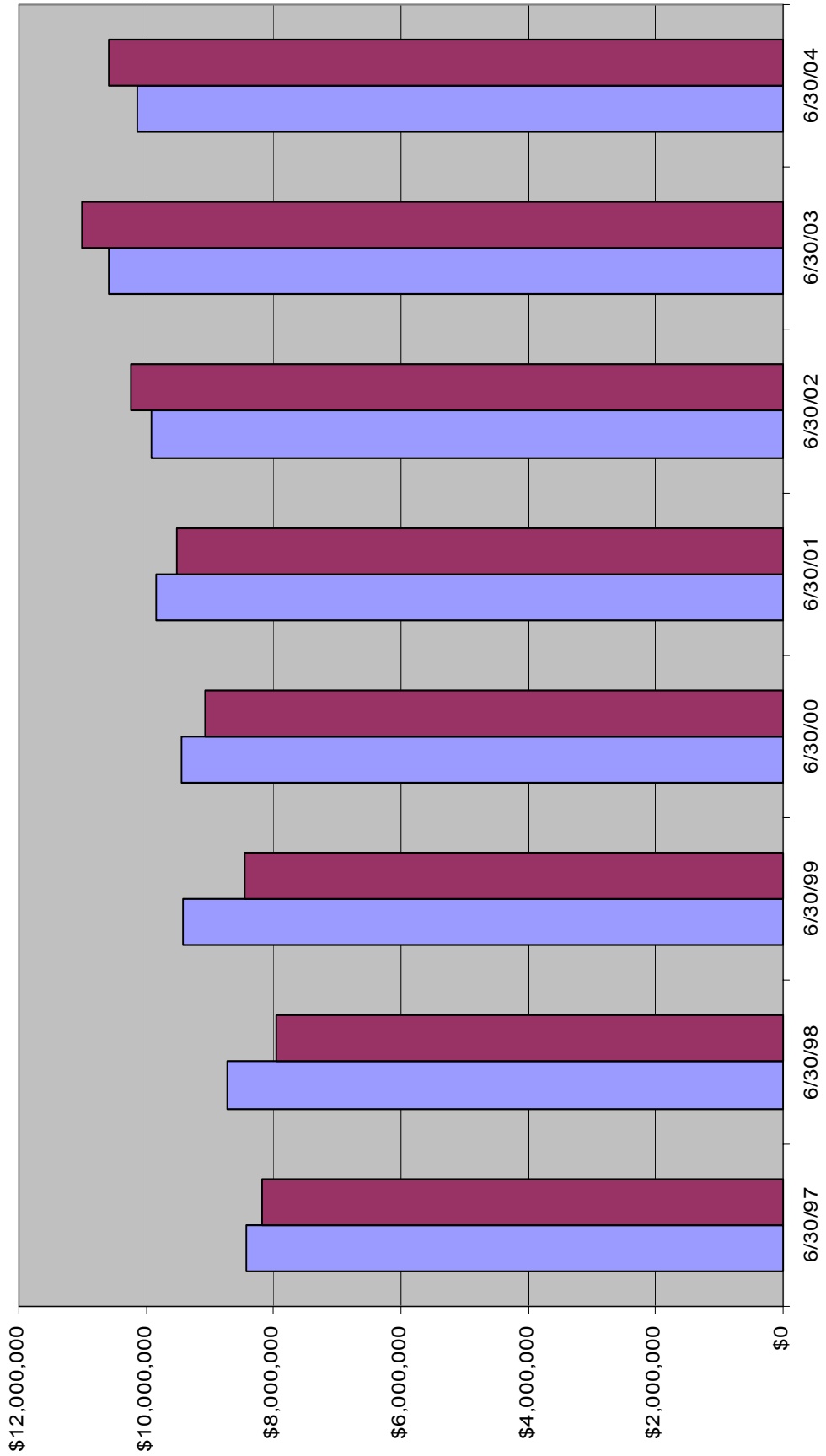
Transportation Fund Balances



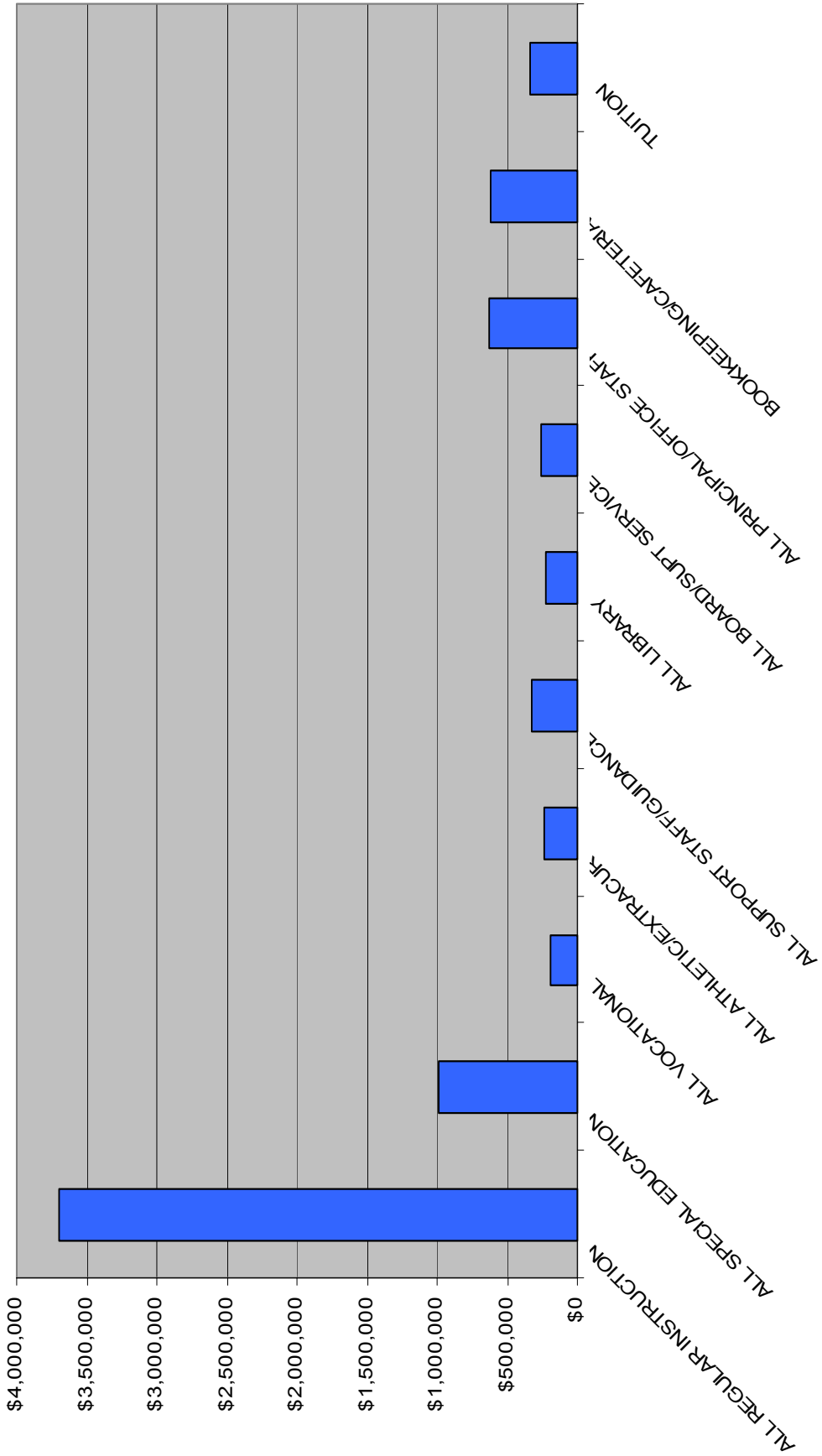
Transportation Fund Revenue/Expenses



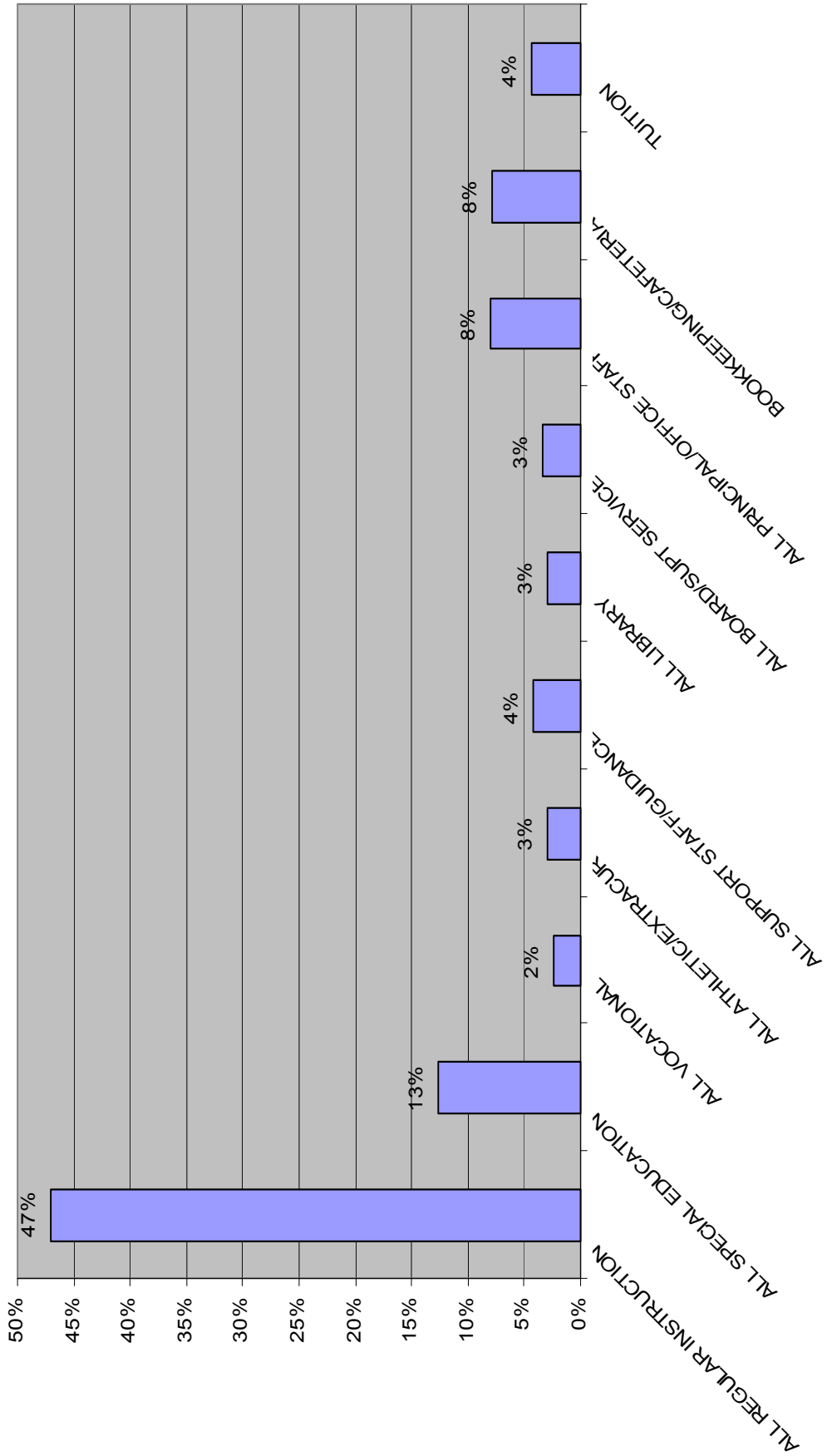
Total Revenue/Expenses



2003-2004 Budget Amounts



2003-2004 Budget Percentages



BUDGETED 2003-2004									
FUND	JUNE 30 2003	REVENUE	EXPENSE	JUNE 30 2004	REV/EXP				
EDUCATION	2,187,119	8,414,679	8,550,923	2,050,875	-136,244				
BUILDING	168,429	893,832	1,051,650	10,611	-157,818				
BAND I	111,932	1,102,443	1,084,215	130,160	18,228				
TRANSP	189,528	841,550	980,404	50,674	-138,854				
IMRF/SS	223,613	207,684	241,963	189,334	-34,279				
SANDC	0	0	0	0	0				
W.C.	0	50,811	50,811	0	0				
L.S	18,448	51,311	51,311	18,448	0				
TOTAL	2,899,069	11,562,310	12,011,277	2,450,102	-448,967				

Welcome ISBE!

Rock Island Public School District 41

Wednesday, October 22, 2003

1:15 p.m.

Rock Island High School Library

Rock Island, Illinois

We are ...

Rock Island - Milan

School District

#41

District 41 Demographics

- Enrollment - 6,400 students
- 17 attendance sites
- Low Income - 50.4%
- Ethnicity - 45% minority
- Per Pupil Expenditure - \$7,108

RISD vs. State Comparison

2002 School Report Card

RISD 1987 2002 Illinois 1987 2002

- **White** 67.6% 56.5% 67.1% 59.3%
- **Black** 27.8% 35.1% 22.2% 20.8%
- **Hispanic** 3.6% 7.7% 8.3% 16.2%
- **Asian** 0.9% 0.5% 2.3% 3.5%

RISD vs. State Comparison

1987 - 2002 (School Report Card)

	<u>RISD</u>	<u>1987</u>	<u>2002</u>	<u>Illinois</u>	<u>1987</u>	<u>2002</u>
--	-------------	-------------	-------------	-----------------	-------------	-------------

- **Low Income** **32.7%** **50.4%** **29.1%** **37.5%**
- **Mobility Rate** **19.4%** **21.4%** **21.2%** **16.5%**
- **Truancy Rate** **-----** **2.5%** **-----** **2.0%**

• **Each of these variables has an impact on student achievement**

Signs of Excellence

- ⚡ **Thomas Jefferson Elementary School – 2003 National Magna Carta Award**
- ⚡ **Longfellow Elementary School - 2003 State Champion in Reading Is Fundamental Challenge**
- ⚡ **RISD 41 & Earl Hanson Elementary School - 2003 Illinois Technology Conference for Educators Showcase Award**
- ⚡ **2002 Recipient of School Match “What Parents Want Award” (11 of the last 12 years)**
- ⚡ **2002 American Society of Business Officials Certificate of Excellence in Financial Reporting (3 years in a row)**
- ⚡ **2002 Certificate of Achievement for Excellence in Reporting - Government Finance Officers Association of the United States and Canada (2 years in a row)**

Schools in Improvement Status

- **Edison Junior High School**
- **Grant Elementary**
- **Hawthorne Irving Elementary**
- **Lincoln Elementary**
- **Rock Island High School**

ISAT Data Summary 1999 - 2003 - State Vs. District

	District	State
* Overall gain/loss in all areas tested	90 pt. gain	26 pt. gain
* Reading in grades 3, 5 & 8	1 pt. gain	8 pt. loss
* Math in grades 3, 5 & 8	54 pt. gain	32 pt. gain
* Writing grades 3, 5 & 8	17 pt. gain	6 pt. loss
* Science grades 4 & 7	12 pt. gain	4 pt. gain
* Social Studies grades 4 & 7	6 pt. gain	4 pt. gain
* Number of same/gains out of 13 possible areas	11 out of 13	9 out of 13
* Average percentage gain per area tested	6.9 % gain	2 % gain

Data Summary 2002 Vs. 2003 - State Vs. District

	District	State
* Overall gain/loss in all areas tested	59 pt. gain	17 pt. gain
* Reading in grades 3, 5 & 8	4 pt. gain	4 pt. loss
* Math in grades 3, 5 & 8	18 pt. gain	10 pt. gain
* Writing grades 3, 5 & 8	27 pt. gain	6 pt. gain
* Science grades 4 & 7	7 pt. gain	0 pt. gain
* Social Studies grades 4 & 7	3 pt. gain	5 pt. gain
* Number of same/gains out of 13 possible areas	11 out of 13	9 out of 13
* Average percentage gain per area tested	4.5 % gain	1.3 % gain

District Summary- ITBS Highlights 2002 Vs. 2003 - Grade Equivalent

District Totals:

- **Out of 15 possible areas, including;**
 - **3 grade levels, 5 tested subject areas**
 - **2 areas remained the same**
 - **13 areas increased**
 - **Highest achievement scores ever- in 4 areas**
 - **Tied for highest achievement scores ever- in 5 areas**

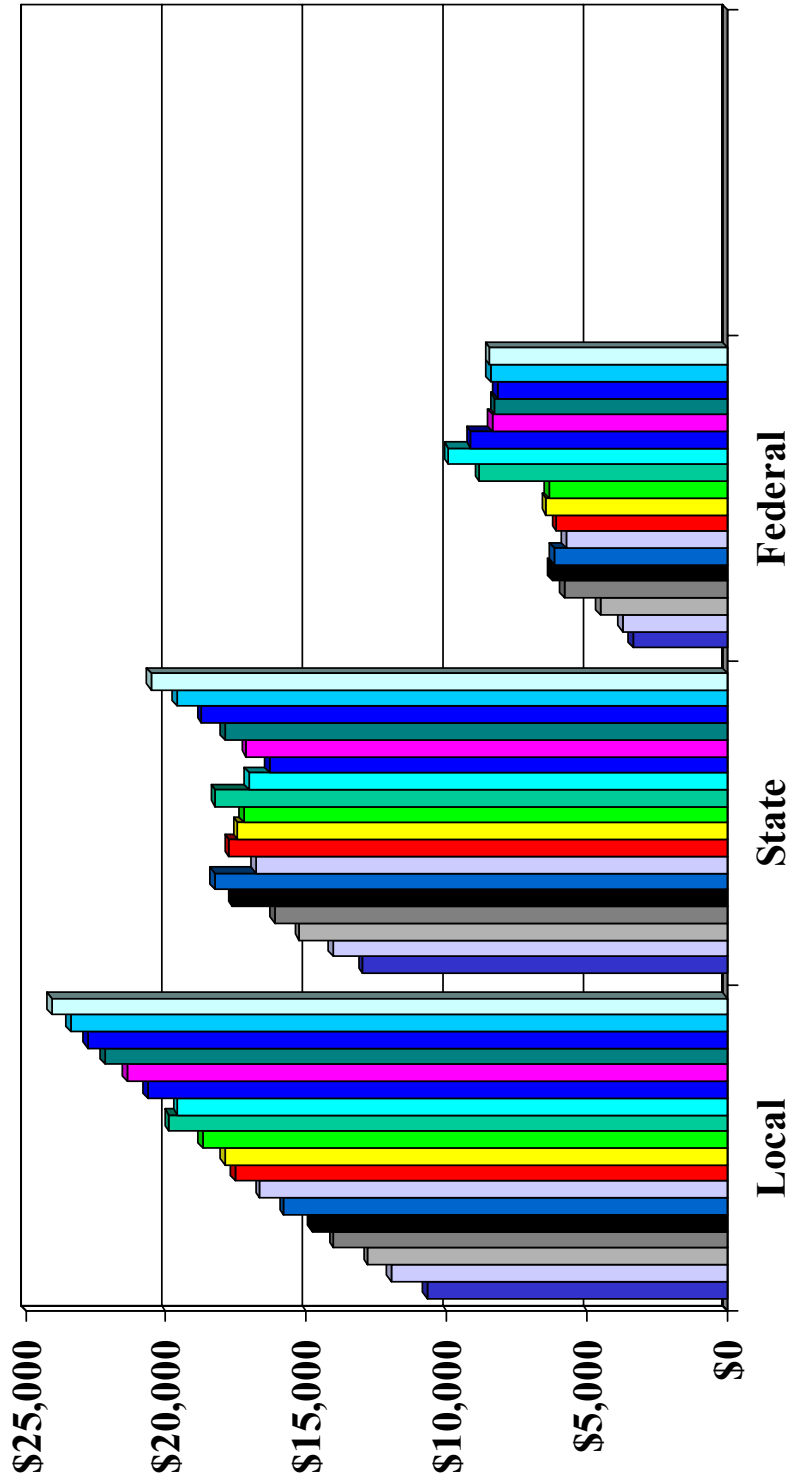
2003 PSAE Results

Summary Data

- **Reading**
- RIHS dropped 4 % from last year
- State dropped 1% from last year
- **Math**
- RIHS dropped 3% from last year
- State gained 1% from last year
- **Writing**
- RIHS dropped 4 % from last year
- State remained the same from last year
- **Science**
- RIHS dropped 4 % from last year
- State dropped 2% from last year
- **Social Studies**
- RIHS dropped 12% from last year
- State remained the same as last year

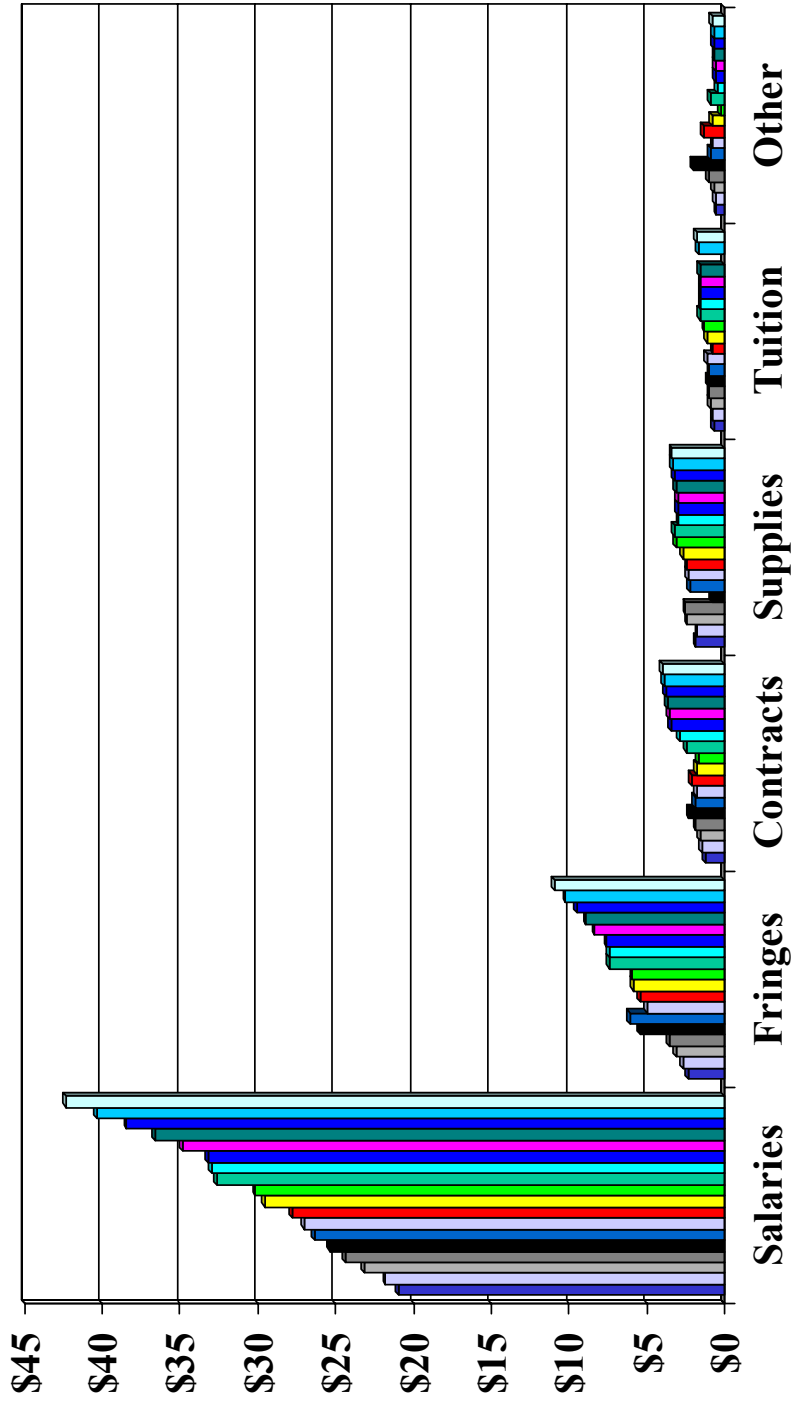
Education Fund Revenue

1991-92 Through 2008-09

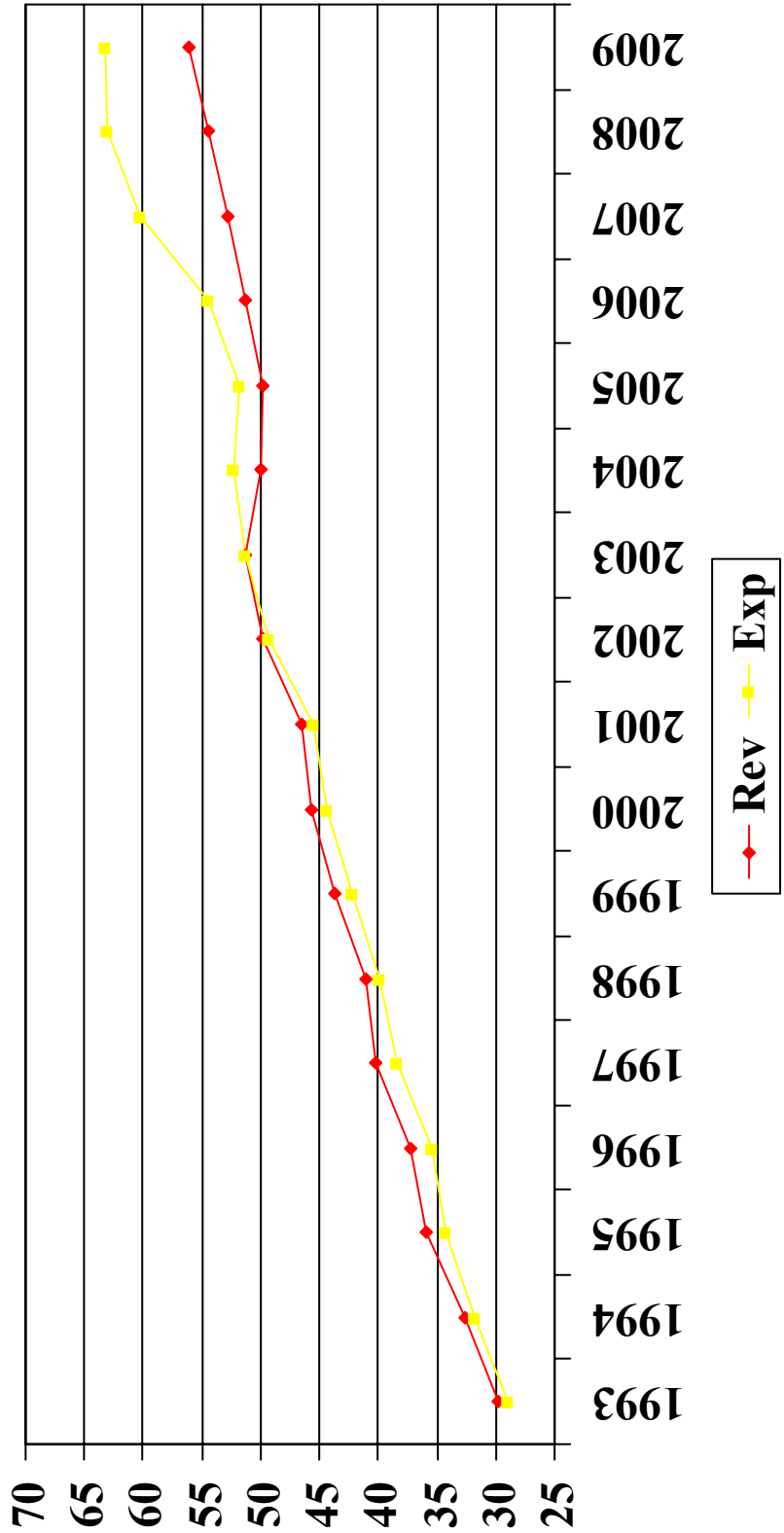


Education Fund Expenditures

1991-92 Through 2008-09

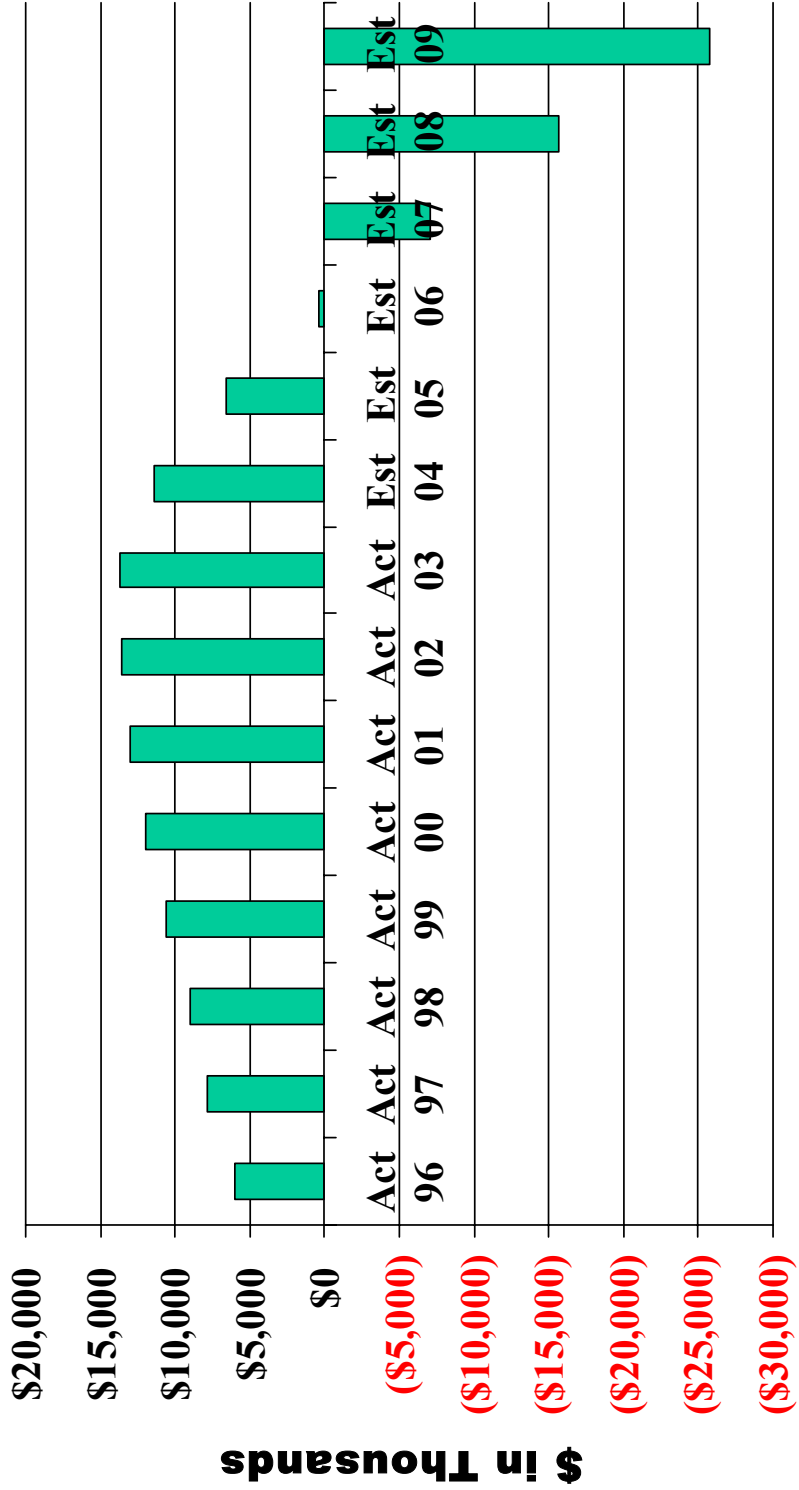


Revenue vs. Expenditures 1993 through 2009

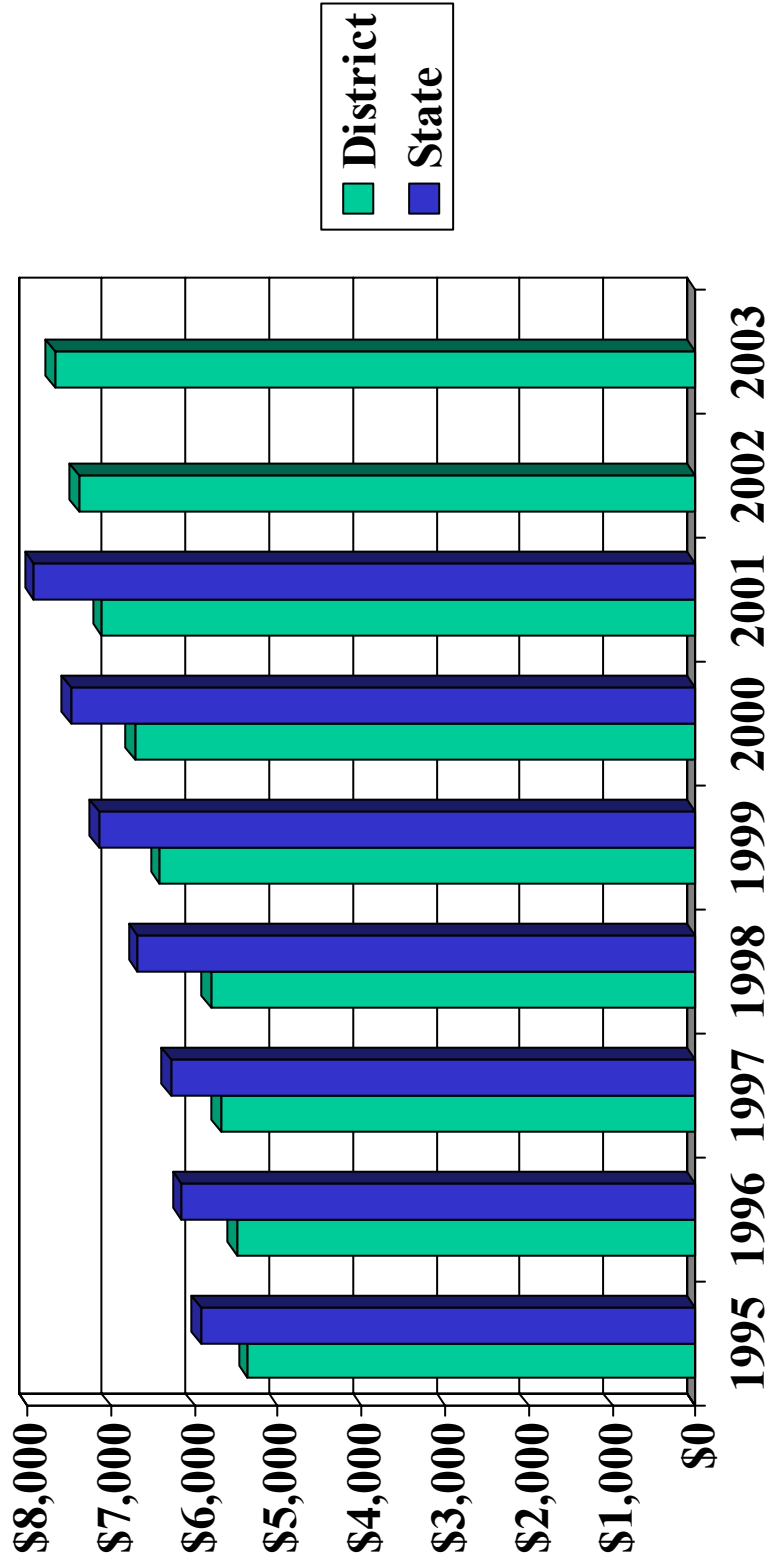


Fund Balance-Education

1995-96 Through 2008-09

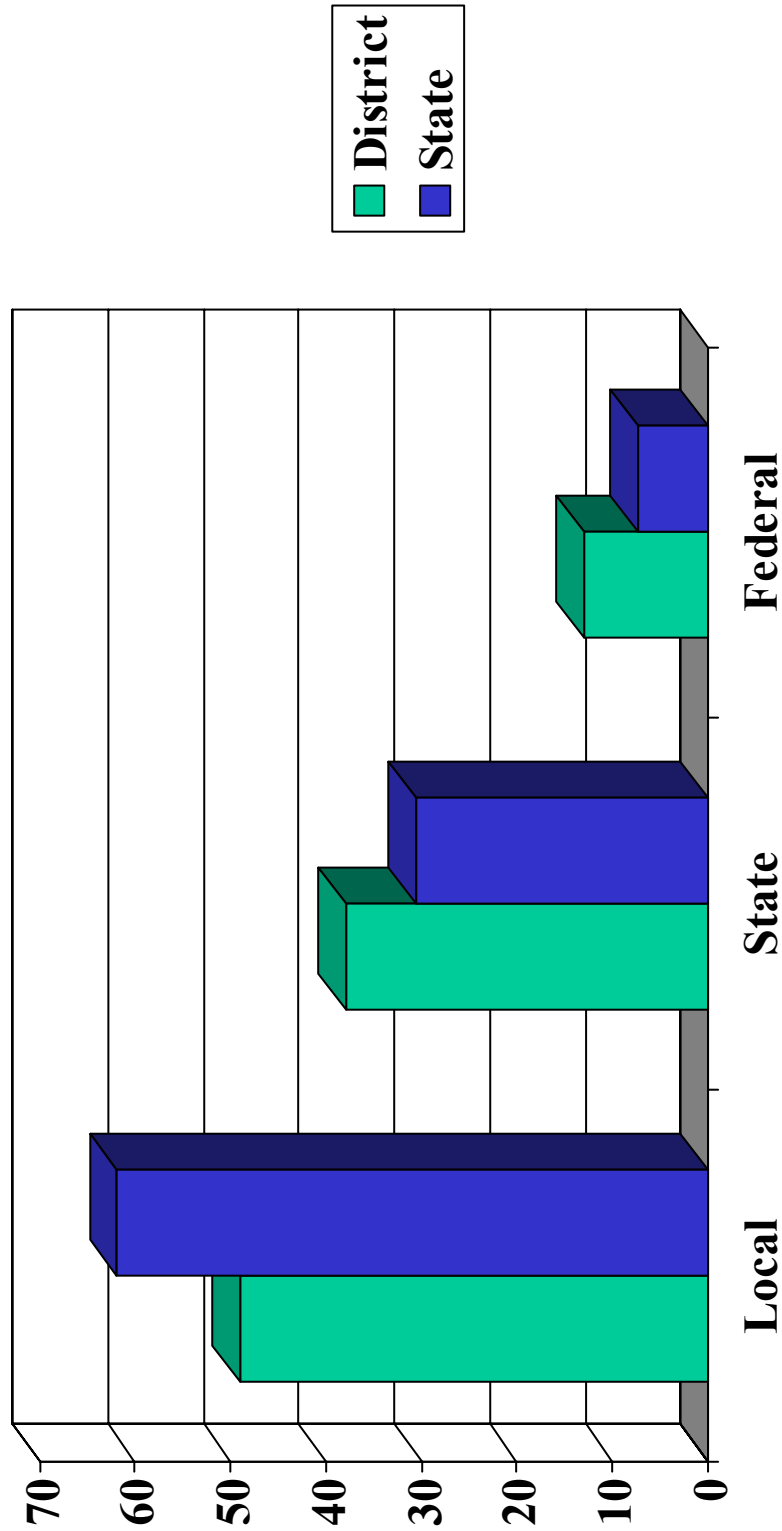


Annual Operating Expense per Pupil Comparison of District 41 vs. State Average 1994 Through 2001



Revenue by Source

State Avg. vs. District
2000-01

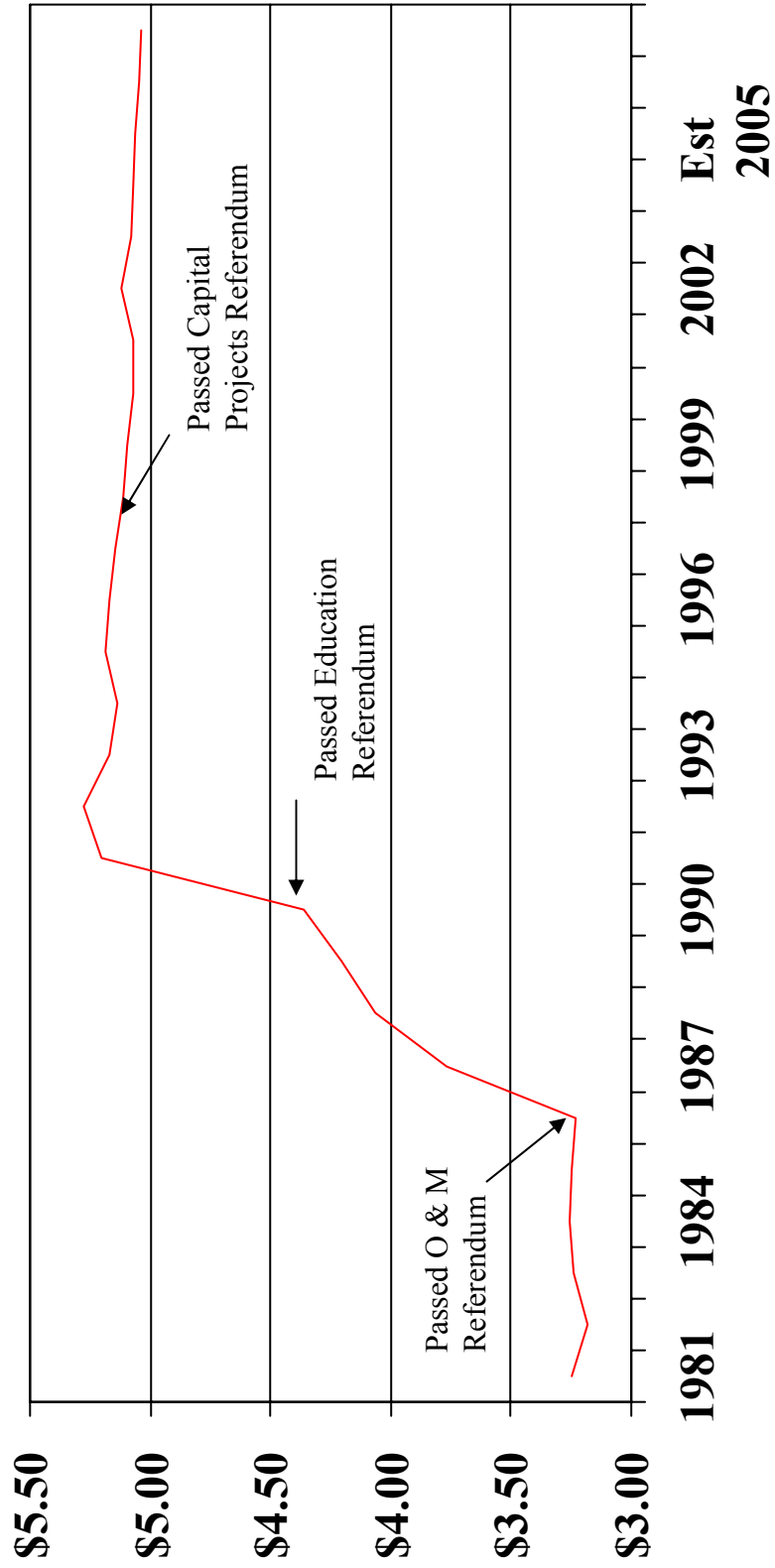


ROCK ISLAND DISTRICT 41

Strong Local Commitment

- Local Taxpayers support District:
 - Approved three referenda during a 20 year period of time.
 - All the referenda were passed on first attempt.
- Local property tax burden is very high in comparison to a majority of districts in the State.

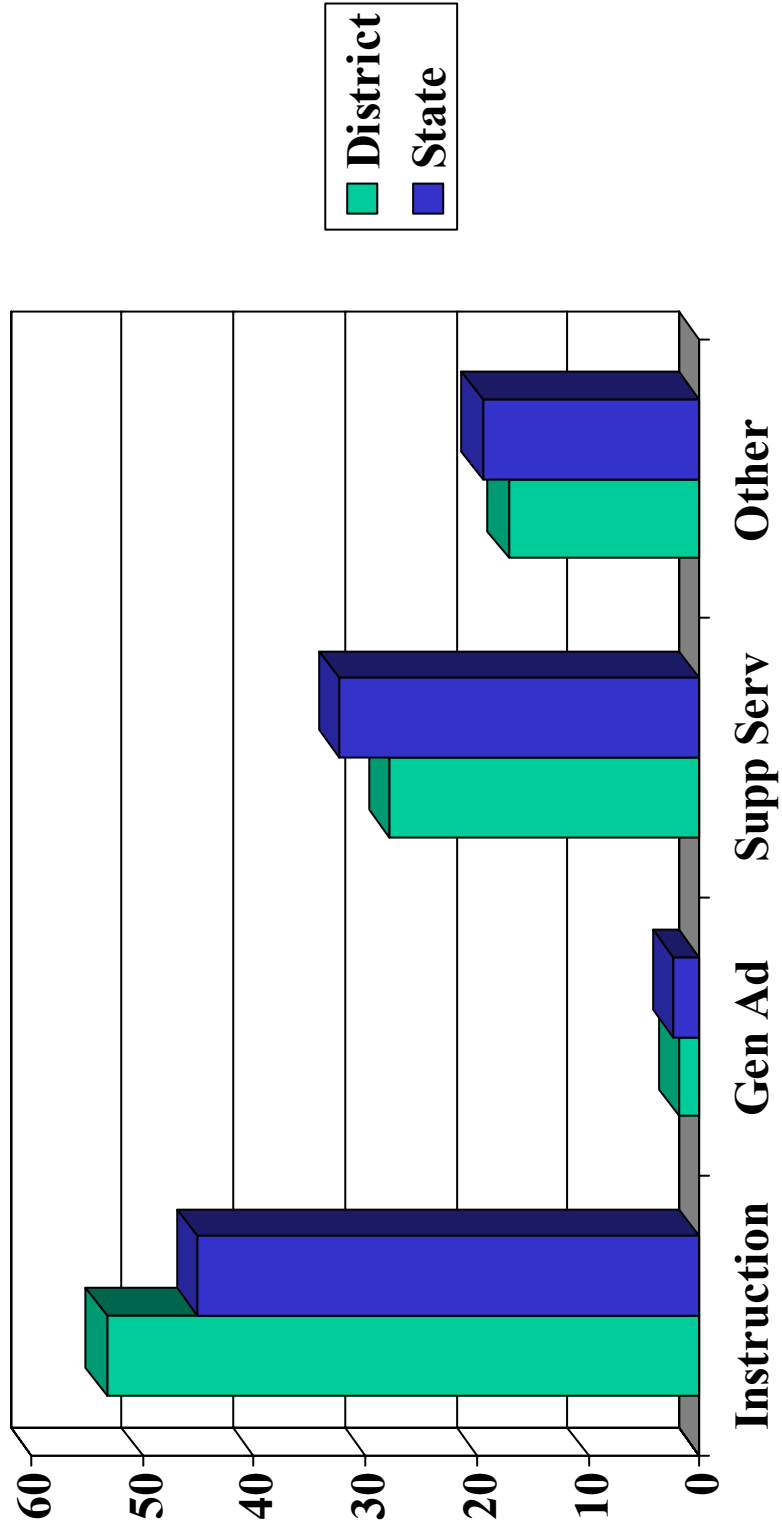
Schedule of Tax Rates



EAV per pupil(Fall Housing Enrollment): \$70,411

Expenditures by Source

District vs. State Average
2000-01



From 2002 State Report Card

Long-Term Financial Viability

- District revenues growing at 3% annually
- District expenditures growing 5% annually
- Rapid increase in deficit spending utilizes accumulated surplus rapidly. Options for

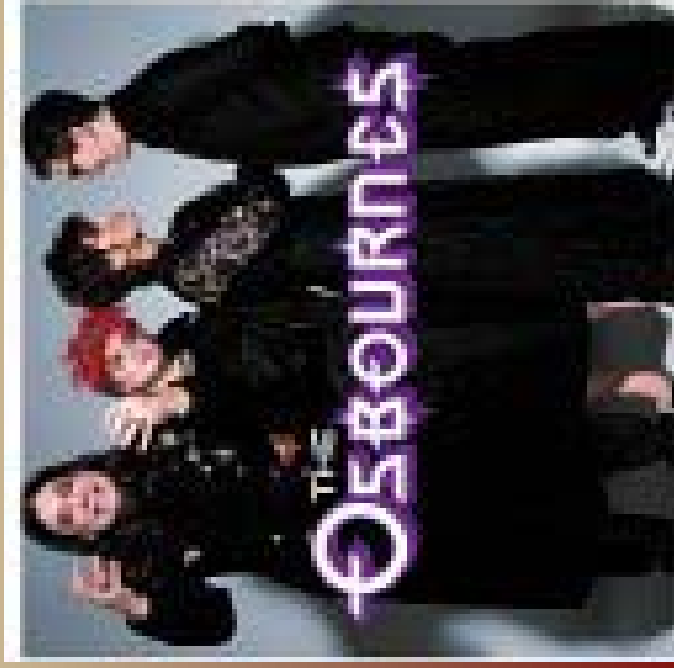
District:

- Control through expenditure reductions
 - Decimates programming
- Tax increase



Family

In a few short years the concept of family has moved from the Cleavers to the Osbournes



**Raise your
kids better,
or I'll raise
them for
you.**



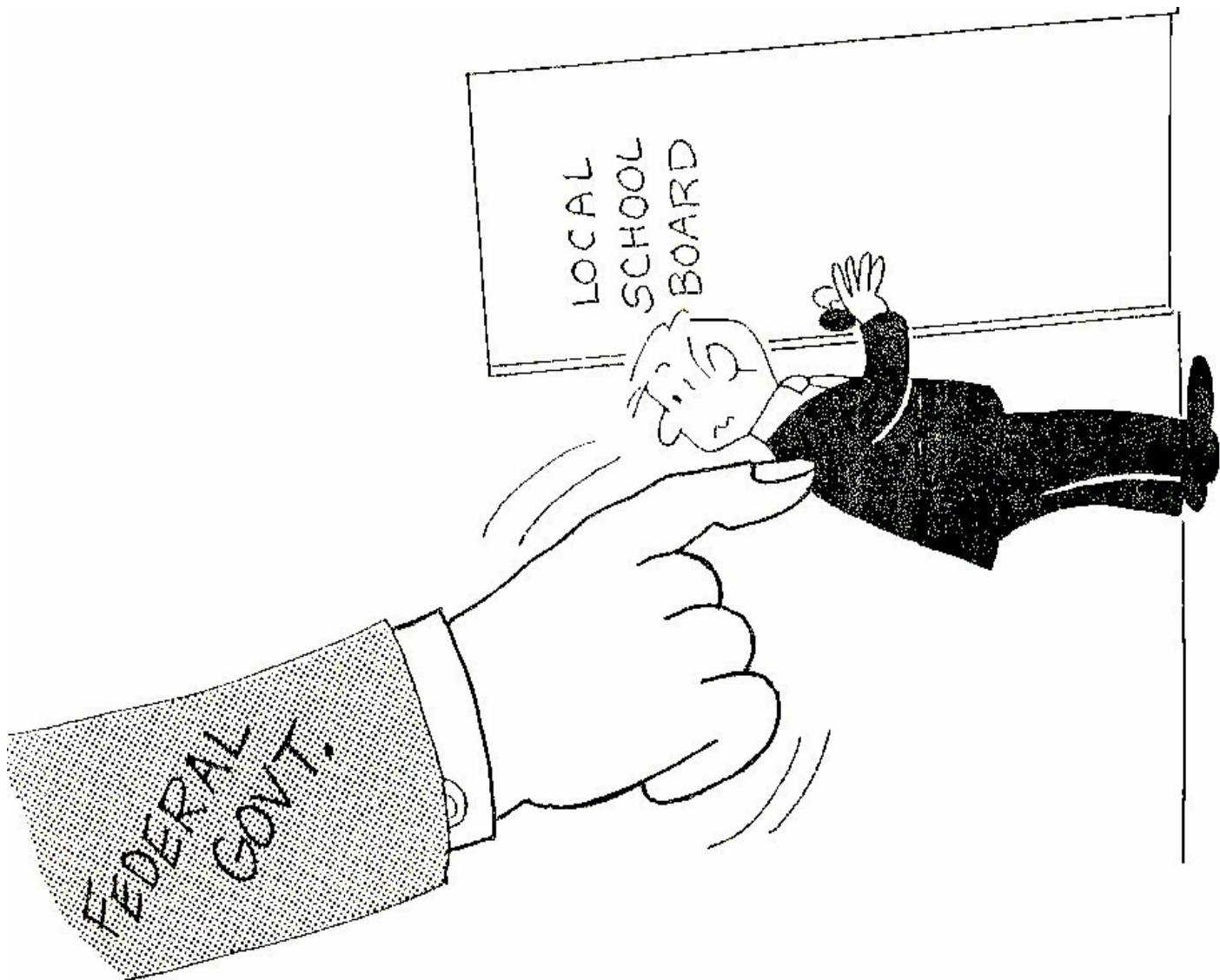
Marilyn Manson - "Mechanical
Animal" album

- 100+ channels
- 10,000 online radio channels
- 7,000,000,000 page Internet
- 70 percent of dollars spent on toys are spent on electronic games

Today's college graduates...

- 10,000 hours playing videogames
- 20,000 hours watching TV
- 20,000 hours talking on the phone
- 5,000 hours reading
- 11,000 hours attending school

Information Anxiety, Saul Wurman



Funding for Standards Based (NCLB) Reform

The benchmark test of school finance policy is whether it provides sufficient (adequate) revenues per pupil for districts and schools to deploy educational strategies that are successful in educating students to high levels of performance.

*Allan Odden - Equity and Adequacy in School Finance Today
Kappan - October 2003*

Estimated Increases in Base Spending Levels to Meet NCLB

- Indiana - 31%
- Montana - 34 - 80%
- Nebraska - 45%
- South Carolina - 84%
- Wisconsin - 35%

William Mathis - No Child Left Behind: Costs and Benefits -
Kappan Online, May 2003

The State in which we live: Illinois...

- Has the second largest funding gap in the nation between its highest poverty and lowest poverty school districts.
- Ranks 46th of 47th in the overall share of funding provided from state revenues.
- Funding per student ranges from \$4,810 per student to over \$17,000 per student

How does RI compare?

- District 41 operating expenditure per pupil = \$7,108
- State of Illinois operating expenditure per pupil;
 - All schools = \$7,926
 - Same type = \$7,546
 - Same size = \$7,787

• Source: 2001-2002 Illinois School Report Card Summary

Funding



- When the water hole dries up, the animals look at each other differently.

2003-04

Budget Reductions

Board Approved Tier I 2/25/03

<u>TIER I</u>	
Marketing coordinator	\$25,000.00
Cut secretary in Central Office	\$28,000.00
Raise textbook fees (\$10)	\$24,000.00
Staff development (move to grant funding only)	\$26,000.00
Increase class size by 2.5	\$1,175,000.00
Computer acquisitions	\$100,000.00
Cut capital outlay for facilities (was \$460,000)	\$294,000.00
Cut after school extracurriculars	\$25,000.00
Reduce 1 FTE High School Library Para-Prof	\$13,000.00
Increase athletic participation fees	\$10,000.00
Eliminate one central office position (non-grant)	\$45,728.00
Cut travel for Board/Administrators (was \$37,000)	\$18,500.00
Recruitment budget	\$6,000.00
2 FTE custodians	\$56,000.00
Mentoring coordinator (move to grant funding only)	\$25,000.00
1 FTE High School Secretary	\$28,000.00
Non-Cert professional development	\$7,000.00
Eliminate elementary music stipends	\$4,769.00
Textbooks (\$130,000 remains after cut)	\$67,750.00
Cut elementary counselor-non-grant expend-keep one FTE	\$35,000.00
Eliminate cert. Nurse-hire RN	\$25,000.00
TOTAL TIER I	\$2,038,747.00
<small>(Removed Middle and High School Administrator cuts = \$205,000)</small>	
Board approved Tier I adjustments on February 25, 2003	

TIER II

DARE program	\$20,000.00	\$20,000.00
Increase class size by another 2.5	\$1,175,000.00	\$1,195,000.00
Cut after school extracurriculars	\$25,000.00	\$1,220,000.00
YWCA payment	\$5,000.00	\$1,225,000.00
Building supervisors (varies by building)	\$180,000.00	\$1,405,000.00
Employee assistance programs	\$16,000.00	\$1,421,000.00
Reduce 2 FTE elementary Library Para-Prof	\$26,000.00	\$1,447,000.00
Academic interventions (was \$72,000)	\$32,000.00	\$1,479,000.00
Raise textbook fees an additional \$10	\$24,000.00	\$1,503,000.00
Small elementary buildings share principal (.5 FTE)	\$40,000.00	\$1,543,000.00
Technology Staff 1 FTE	\$20,000.00	\$1,563,000.00
MTIP coordinator	\$25,000.00	\$1,588,000.00
MTIP budget	\$4,000.00	\$1,592,000.00
Department Heads eliminated	\$18,000.00	\$1,610,000.00
2 FTE custodians	\$56,000.00	\$1,666,000.00
Cut 1 FTE secretary in Central Office	\$28,000.00	\$1,694,000.00
1 FTE High School Administrator	\$80,000.00	\$1,774,000.00
Recruitment budget (\$6,000 remaining after this cut)	\$5,000.00	\$1,779,000.00
Cut 1 FTE Gifted teacher	\$35,000.00	\$1,814,000.00
Cut 1 FTE Elementary Counselor (50% grant funded)	\$17,500.00	\$1,831,500.00
Cut capital outlay for facilities (was \$166,000)	\$166,000.00	\$1,997,500.00
Close elementary building	\$210,000.00	\$2,207,500.00
Cut travel for Board/Administrators (was \$37,000)	\$18,500.00	\$2,226,000.00
Two elementaries share Principal	\$80,000.00	\$2,306,000.00
Instrumental music-eliminate 6th grade program	\$122,500.00	\$2,428,500.00
Textbooks (\$65,000 remains after cut)	\$65,000.00	\$2,493,500.00
No mailing of report/progress cards and newsletters	\$6,000.00	\$2,499,500.00
Total TIER II	\$2,499,500.00	
(Tier II cuts were not made)		
Total Tier I and Tier II	\$4,538,247.00	

We need to
lobby like
there is no
tomorrow
for funding
adequacy
and equity.



“I paint life
as I would
like it to be.”

Norman
Rockwell



District 41 Vision: Excellence Every Day



Please help us
create our our
school system
as we would
like it to be.



**ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting**

(Dollars in 000's)

GAPS	Final FY03	Current FY04	Moderate Growth			Extended System Need
			Maintenance	Low Range	High Range	
FUNDING GAP	4,912,094.7	5,323,043.1	5,602,338.4	6,368,350.3	11,169,112.6	19,677,432.4
GSA Foundation Level	\$4,560	\$4,810	\$4,940	\$5,060	\$5,238	\$5,665
GSA Appropriation *	3,142,100.0	3,453,169.0	3,672,063.5	3,859,065.1	4,139,422.4	4,833,415.3
GSA Formula Amount Only	2,735,550.2	3,007,936.5	3,213,532.1	3,400,533.7	3,680,891.0	4,374,884.0
GSA Poverty Grant Only *	388,216.3	418,385.5	428,531.4	428,531.4	428,531.4	428,531.4
GSA Adjustments	18,335.0	26,847.0	30,000.0	30,000.0	30,000.0	30,000.0
Hold Harmless *	64,200.0	36,993.1	32,288.6	21,681.1	11,274.9	0.0
Total GSA & HH	3,206,300.0	3,490,162.1	3,704,352.1	3,880,746.2	4,150,697.3	4,833,415.3
Transition Assistance	0	5,200.0	Assumes 4 yr avg growth of 2.71% to FLevel.	Assumes the same FLevel increase as FY04 (\$250).	Halfway to EFAB FLevel (FY04 \$4,810 to System \$5,665).	EFAB recommendation.
Transportation						
Regular and Voc. Ed. Special Education	219,908.5 218,097.0	242,424.0 289,100.0	250,614.0 317,100.0	275,400.0 317,100.0	309,053.1 357,142.9	343,392.3 396,825.4
			Assumes same proration (Sp Ed Trans 100%, Reg Trans 91%, Summer 91%).	Assumes 100% Funding of statutory formulas.	Assumes the statutory reimbursement rate increase from 80% to 90% of allowable costs.	Assumes the statutory reimbursement rate increase from 80% to 100% of allowable costs.
Special Education						
Extraordinary	225,712.0	229,502.0	241,741.5	265,650.0	265,650.0	1,576,068.1
Personnel	303,506.9	346,000.0	359,000.0	359,000.0	694,560.6	USDE Sp Ed Study shows the avg cost per student of 1.91 times that of regulars ed. FLevel \$5,660 time 1.91 less
Private Tuition	47,134.4	59,423.0	71,890.0	79,000.0	79,000.0	FLevel times 305,997 Sp Ed students
Summer School	5,830.4	6,370.0	6,916.0	7,600.0	7,600.0	
			Assumes same proration (Extra 91%, Pers 100%, Private 91%, Summer 91%).	Assumes 100% Funding of statutory formulas.	Personnel reimb rate increases to \$24,900 (50% of Avg Sp Ed teacher salary) * # of cert. prof. staff (27,894)	
Orphanage - Regular	13,988.2	14,651.0	14,560.0	16,000.0	16,000.0	
Orphanage - Special Ed	104,763.2	97,370.0	91,910.0	101,000.0	101,000.0	
			Assumes 91% proration.	Assumes 100% Funding of statutory formulas.		
ADA School Improvement Block Grant	66,854.1	42,841.0	44,254.8	66,854.1	188,408.8	410,731.2
	\$35.85 per ADA student	\$22.74 per ADA student	COLA of 3.3%.	Return to FY03 Approp (approx \$36 per ADA student).	FY03 ADA of 1,884,088 times \$100 per ADA Student	ADA 1,884,088 times Flat Rate of GSA \$218
School Facilities	500,000.0	500,000.0	500,000.0	1,000,000.0	5,000,000.0	12,000,000.0
		2nd Year of Promised \$1B in new bonds				

* FY04 GSA appropriation assumes an additional \$7.6 M appropriated in spring 2004 G.A. session to meet the statutory poverty level.

ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Moderate Growth			Extended System Need
			Maintenance	Low Range	High Range	
FUNDING - Other	80,320.6	56,785.8	56,432.9	113,788.0	179,523.2	264,994.2
Gifted Education	19,000.6 FY02 5% max ADA - 1.9 M ADA * 5%=95k gifted students. 19M divided by 95k = \$200 per gifted	0.0	0.0	19,000.6 Reinstate Gifted at FY03 Level	\$500 per gifted student, 5% max of ADA (1,884,088*5%=94,204)	No 5% gifted ADA max. 164,200 for 2001-02 gifted students served times \$500 per student.
District Consolidation	1,669.4	1,669.4 Meets all known District Annexations and Consolidations.	1,678.8 Current needs only (7 districts).	1,828.8 Current needs (7 districts) + \$150,000 for feasibility studies.	7,082.5 Current needs (7 districts) + potential new needs (4 consolidations and 6 dissolutions) + \$150,000 for feasibility studies.	
Charter Schools	7,428.2	3,820.2 Assumes Trans. Impact Aid (TIA) for 3 districts for 7 schools. Proration 90.9% of new schools.	3,395.9 Assumes TIA for existing schools.	9,218.9 Assumes TIA for all schools and 6 new schools.	9,733.9 Assumes TIA for all schools & Start-up grants.	24,243.2 Assumes TIA + Startup for all schools plus TIA, Startup & Loans for additional 13 (max).
School Breakfast Incentive	473.5	723.5 Same number of participants as FY04	723.5	1,979.4 Assumes expansion to Chicago and additional 25% of other schools'	4,151.5 Assumes expansion to Chicago and additional 50% of other schools'	7,131.0 Assumes expansion to Chicago and all additional other schools'
Textbooks	29,126.5	29,126.5 Serving Grades 9-12	29,126.5 Serving Grades K-4	58,253.0 Serving Grades K-8	87,379.5 Serving Grades K-12	118,837.6 \$50 per student (public & nonpublic)
ILL Free Breakfast/Lunch	20,741.2	19,565.0 Assumes same proration as FY04 (91%).	19,565.0	21,500.0 Fully fund current claims (statutory rate of 15 cents per free breakfast/lunch meals).	22,000.0 Increase in breakfast participation related to the breakfast incentive program.	22,600.0 Increase due to a 10% statewide increase in breakfast participation.
Agriculture Ed	1,881.2	1,881.2 42 Counties Served and 2,350 avg incentive grant	1,943.3 COLA of 3.3%	2,007.4 Increase counties served to 62 and increase incentive grant to 3,150	2,073.7 Increase counties served to 82 and increase incentive grant to 3,350	3,000.0 Increase counties served to 102 and increase incentive grant to 3,550
EDUCATOR GAP	12,625.0	4,075.0	4,209.5	29,786.8	56,266.0	112,547.6

ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Moderate Growth			Extended System Need
			Maintenance	Low Range	High Range	
High Quality Educator Professional Development	0.0	0.0	0.0	12,906.8 Assumes \$100 per certified teacher (FY03 report Card 129,068).	32,267.0 Assumes \$250 per certified teacher (FY03 report Card 129,068).	72,879.6 Assumes 1% of FY04 TRS audited estimated payroll of \$7.3M.
Induction and Mentoring	8,550.0	0.0	0.0	8,550.0	11,739.0 7,416 1st yr plus 8,236 2nd yr teachers @ \$750.	23,478.0 7,416 1st yr plus 8,236 2nd yr teachers @ \$1,500.
NBPTS	4,075.0	4,075.0	4,209.5 COLA of 3.3%.	6,700.0 Registration 1000 * \$2,300; Stipends 1150 * \$3,000; Mentoring AEW status 150 * \$3,000 & Non AEW status 500 * \$1,000	9,000.0 Registration 2000 * \$2,300; Stipends 1150 * \$3,000; Mentoring AEW status 150 * \$3,000 & Non AEW status 500 * \$1,000	11,300.0 Registration 3000 * \$2,300; Stipends 1150 * \$3,000; Mentoring AEW status 150 * \$3,000 & Non AEW status 500 * \$1,000
Recruitment	0.0	0.0	0.0	1,630.0 1,630 unfilled teaching positions each getting a \$1,000 bonus.	3,260.0 1,630 unfilled teaching positions each getting a \$2,000 bonus.	4,890.0 1,630 unfilled teaching positions each getting a \$3,000 bonus.

ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Maintenance		Moderate Growth		Extended System Need
			Low Range	High Range	Low Range	High Range	
ACHIEVEMENT GAP	481,457.4	474,396.4	496,323.1	701,098.8	973,446.4	2,595,386.6	
Early Childhood	184,171.8	213,572.2	220,620.1 COLA based on 5-year avg teacher salary (3.3%).	244,620.1 Serve another 8,000 children from unserved population times \$3,000 = \$24.0M.	268,620.1 Serve the final 16,000 children from unserved population times \$3,000 = \$48.0M.	720,000.0 Universal Preschool. Assumes 160,000 live birth children for each 3 & 4 yr ages * 75% participation * \$3,000. (Based on ISBE PreK Model.)	
Kindergarten Plus	0.0	0.0	0.0	24,642.0 Assumes 25% of kindergarten students served 1 mo. prior to K and 1 mo. prior to 1st grade @ \$350 per student.	49,370.2 Assumes 50% of kindergarten students served 1 mo. prior to K and 1 mo. prior to 1st grade @ \$350 per student.	98,740.5 Assumes all kindergarten students served 1 mo. prior to K and 1 mo. prior to 1st grade @ \$350 per student.	
Reading Improvement	79,594.1 Estimated ADA of \$76 per K-6 student (1,039,309)	79,314.4 Estimated ADA of \$74 per K-6 student (1,038,236)	81,931.8 Assumes a 3.3% COLA.	103,823.6 Assumes per student amount increases from FY04 \$74 to \$100 for K-6 ADA students (1,038,236).	188,727.5 Expand program from K-6 to K-12. ADA of 1,887,275 students * \$100. (Implements Continued Reading Improvement Program - PA 93-53)	283,091.3 Expand program from K-6 to K-12. ADA of 1,887,275 students * \$150. (Implements Continued Reading Improvement program - PA 93-53)	
Math & Science Improvement	0.0	0.0	1,000.0	5,191.2 Based on ADA K-6 of 1,038,236 at \$5 per student.	10,073.3 Expand program from K-6 to K-8. Based on ADA of 1,343,104 at \$7.50 per student.	18,872.8 Expand program from K-6 to K-12. Based on ADA of 1,887,275 at \$10 per student.	
Bridges/Extended Learning Opportunities	25,053.4	24,836.8	25,880.2 Assumes a 3.3% COLA (from FY03 level) @ \$575 per student.	32,307.2 Serves all 3rd & 5th grade students who did not meet ISAT reading standards (112,373) @ \$575 (assumes that 50% will participate).	48,562.8 Serves all 3rd, 5th & 8th grade students who did not meet ISAT reading standards (168,914) @ \$575 (assumes that 50% will participate).	759,000.0 Universal Summer School for All Elementary Students (assumes that 50% will participate).	

ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Moderate Growth			Extended System Need
			Maintenance	Low Range	High Range	
Bilingual Education	60,344.3	62,552.0	64,616.2 Assumes same FY03 proration (63.9% of "excess costs" plus a COLA of 3.3%).	101,120.8 Assumes 100% funding of "excess costs" plus COLA.	110,181.3 Assumes 50% of the Total System cost (or approx. 9% higher the current 100%).	220,362.5 Study shows the avg cost per student is 1.25 * that of regular ed. (Flevel \$5665 * .25 less \$120 federal funds * 170,000 students.)
SOS	0.0	0.0	0.0	6,200.0 Fund current AEW status schools (300 @ \$19,000) plus \$500,000 for data base and program monitoring.	10,250.0 Increase number of schools to 500 @ \$19,000 plus \$750,000 for data base and program monitoring.	16,200.0 Increase number of schools to 800 @ \$19,000 plus additional \$1,000,000 for data base and monitoring.
ROE Salaries	8,150.0	8,150.0	8,386.4 Assumes COLA of 2.9% for 45 ROE's and 47 Assistants.			
ROE Services	12,070.4	3,250.0	3,357.3 Assumes a COLA of 3.3%	14,070.4 ROE request.	17,000.0	23,532.6 Same assumption as High, plus \$100K per ROE for NCLB Monitoring.
Regional Safe Schools	16,257.4 FY03 - 3,750 estimated students. Average cost per student of \$4,400. In addition to RSS, the ROE receive GSA and Local funds to operate this program.	17,138.6	17,704.2 Assumes a COLA of 3.3%	20,564.2 Assumes a return to the FY02 students served level of 4,000 children plus serving the additional 400 waiting list students (\$4,400 per student additional 650).	25,924.2 Would allow for more sites which would serve more children, and also allow for additional services at existing sites \$10,000.	28,544.2 Assumes 1,000 more total need kids * \$4,400=\$10M plus 50 new sites @ \$100,000=\$5M plus increased base level funding to \$60,000 (is currently \$30K)* 48 sites=\$1.44M.
TAOEP	18,956.5	15,753.7	19,660.0 Assumes maintenance of effort--before FY03 cuts or COLA at 3.3% (back to FY02 approx).	35,185.0 Assumes 25% of total System Need	70,370.0 Assumes 50% of total System Need	140,740.0 Assumes 100% of total System Need
						Total Need assumes 35.2k Chronic (80% Intervention/20% Alt Ed) and 218k Truant * \$450 per student = \$113.9M for Intervention plus 8.8k Chronic and 18k Dropout (50% of 36 total Dropout) * \$1,000 per student = \$26.8M.

ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Maintenance	Moderate Growth		Extended System Need
				Low Range	High Range	
Technology Hardware Software Infrastructure Prof. Development	25,025.0	11,500.0	11,879.5	<u>53,153.5</u> 21,384.3 3,713.4 4,516.1 23,539.7 Assumes 25% of the Total System cost.	<u>106,307.0</u> 42,768.5 7,426.9 9,032.1 47,079.5 Assumes 50% of the Total System cost.	<u>212,613.9</u> 85,537.1 14,853.7 18,064.2 94,158.9 Based on the Technology Plan.
Career & Technical Ed	51,834.5	38,328.7 ICCB received \$11.9M via General Assembly transfer of Appropriation	41,287.5 Assumes a COLA of 3.3%, plus restore the FY04 veto cut (Maintenance of Effort Issue)	51,834.5 Reinstate FY03 amount.	59,673.8 30% increase in existing and an additional \$4 per K-8 Student enrollment (1,500,000)	65,302.6 40% increase in existing and an additional \$5 per K-8 Student enrollment (1,500,000)

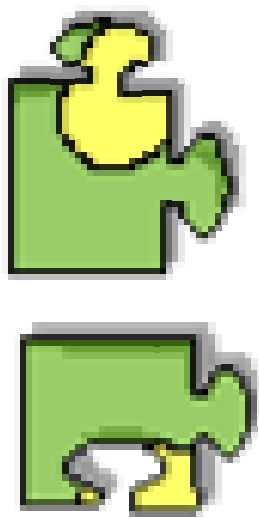
ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Maintenance	Moderate Growth		Extended System Need
				Low Range	High Range	
Other Targeted	20,802.7	20,715.8	21,399.4			
Illinois Governmental Internship Program	129.9	129.9	134.2 Assumes 3.3% COLA.			
Blind & Dyslexic	168.8	168.8	174.4 Assumes 3.3% COLA.			
Community Residential Services Authority	472.7	472.7	488.3 Assumes 3.3% COLA.			
Materials for the Visually Impaired	1,121.0	1,121.0	1,158.0 Assumes 3.3% COLA.			
Metro East Consortium for Child Advocacy	217.1	217.1	224.3 Assumes 3.3% COLA.			
Minority Transition Programs	578.8	578.8	597.9 Assumes 3.3% COLA.			
Philip J. Rock School	2,855.5	2,855.5	2,949.7 Assumes 3.3% COLA.			
Tax Equivalent Grants	222.6	222.6	229.9 Assumes 3.3% COLA.			
Transportation Reimbursement to Parents	14,586.3	14,499.4	14,977.9 Assumes 3.3% COLA.			
Teach for America	450.0	450.0	464.9 Assumes 3.3% COLA.			

ILLINOIS STATE BOARD OF EDUCATION
FY05 Budget Options - October Board Meeting
(Dollars in 000's)

GAPS	Final FY03	Current FY04	Maintenance	Moderate Growth		Extended System Need
				Low Range	High Range	
Other Initiatives Previously Funded	4,580.7	0.0	0.0	4,580.7		
Illinois Economic Ed.	144.7	0.0	0.0	144.7		
Illinois Learning Part.	385.9	0.0	0.0	385.9		
Middle Level Schools	72.4	0.0	0.0	72.4		
American Ed. Institute	150.0	0.0	0.0	150.0		
Substance Abuse Prevention	2,411.8	0.0	0.0	2,411.8		
Parental Involvement Solid Foundation	964.7	0.0	0.0	964.7		
GED Subsidy	210.0	0.0	0.0	210.0		
Family Literacy	241.2	0.0	0.0	241.2		
Totals	5,511,881.1	5,879,016.1	6,180,703.3	7,217,604.6	12,378,348.3	22,650,360.8
\$ Change from FY04			301,687.2	1,338,588.6	6,499,332.2	16,771,344.7
% Change from FY04			5%	23%	111%	285%

Putting Together The Right Pieces That Lead To Success



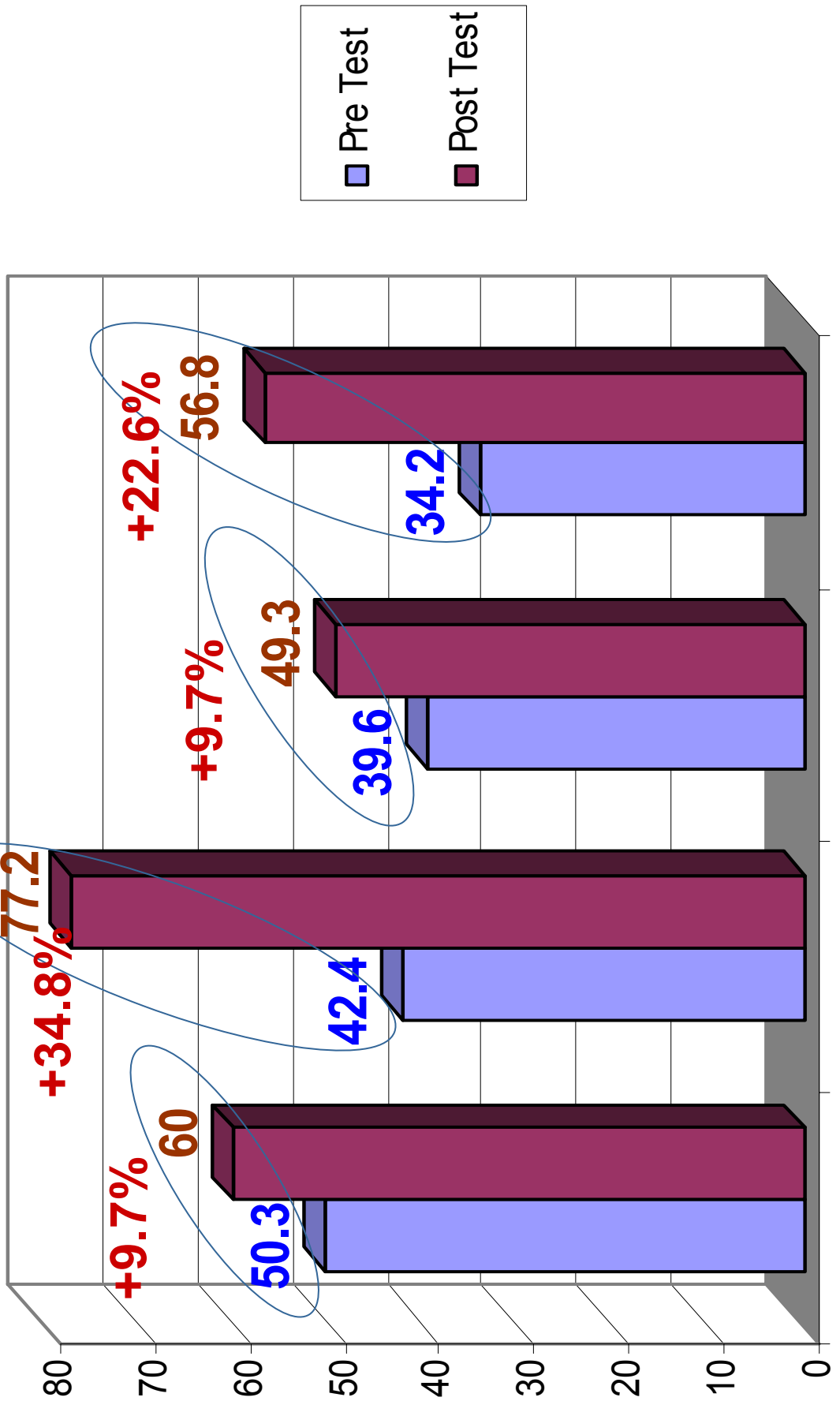
Rock Island School
District 41

October 23, 2003

A Look At The Participating Schools

	School 1	School 2
Low Income	50.5%	96.9%
Mobility Rate	17.8%	50.7%
White Enrollment	86.2%	3.7%
Black Enrollment	9.6%	85.8%
Hispanic Enrollment	3.5%	9.8%

Traditional Instruction VS. Classroom Cubed



Data Summation

- Average Gain in the traditional approach to instruction
 - 9.7 % increase
- Average gain in the classroom cubed approach to instruction
 - 28.7%



What Is Important In RISD #41?

- **RISD 41 Mission:**
 - **To increase the academic performance of all students in all schools**
- **RISD 41 Vision:**
 - **Excellence Every Day**

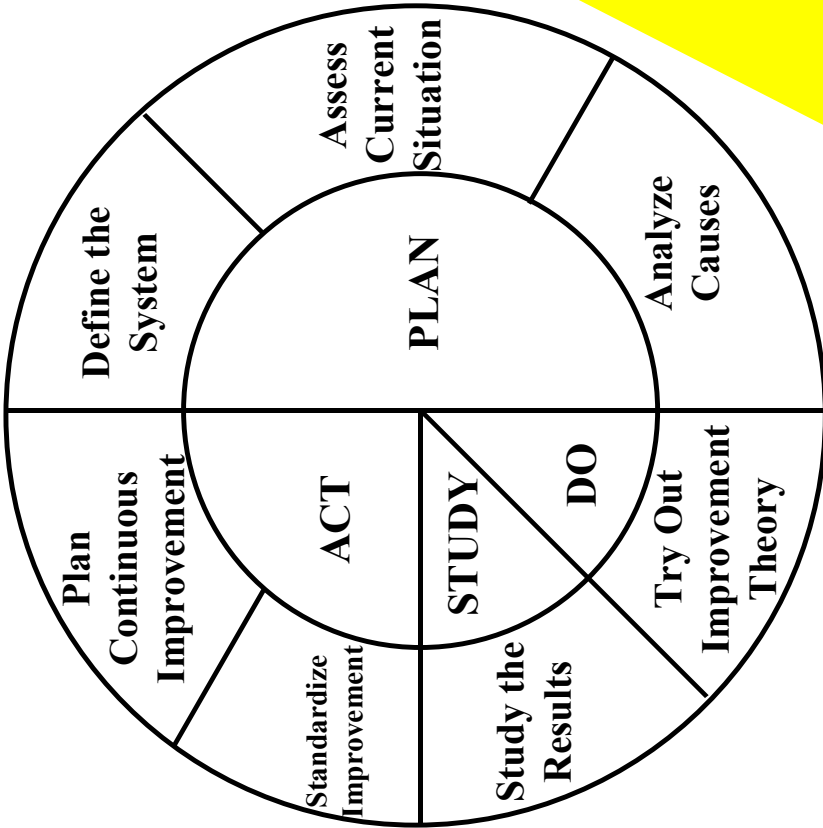


How Do We Conduct Business in RISD 41?

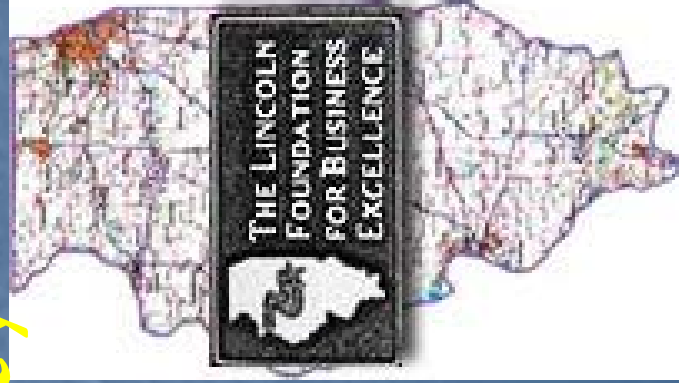
- **Our Core Values:**
 - **Continuous Improvement**
 - **Customer Satisfaction**
 - **Data Driven Decisions**
 - **Empowerment With Responsibility**
 - **Collaboration**



PDSA



Malcolm Baldrige National Quality Award



Lincoln Foundation & Baldrige Criteria

The Right Pieces That Can Lead Us to Success

- Classroom Cubed instruction used in conjunction with research-based instructional strategies such as:
- Brain Research
- Learning Styles & Multiple Intelligence
- Cooperative Learning
- Standards Aligned Classrooms
- Use of Quality Tools and PDSA in the classroom



Excellence Every Day!

Rock Island School District #41



**Monthly Status Report on Rulemaking
November 2003**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Adopted amendments pending JCAR's review November 18	None	General education standards for special education teachers; will respond to determination of Court Monitor of June 22, 2000
<u>Certification (Part 25)</u>	Rulemaking is complete; filed October 20, 2003, with Secretary of State	None	Clarification to answer questions about applicability of various provisions; major required per NCLB
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Public comment period will end December 22, 2003	None	Deletion of "Standard 11" for technology education teachers
<u>Pupil Transportation Reimbursement (Part 120)</u>	Public comment period will end December 22, 2003	None	Exception to proration of transportation expenditures across categories (related to waiver request)
<u>Public Schools Evaluation, Recognition and Supervision (Part 1)</u>	Expect emergency amendments for adoption and additional regular amendments for initial review in December	None	Updating and clarification of certification-related provisions; amendments under P.A. 93-470 and NCLB
<u>Certification (Part 25)</u>	Presented in this Board packet for initial review	Authorization for public comment	Additional revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Presented in this Board packet for initial review	Authorization for public comment	Technical corrections
<u>Standards for Administrative Certification (Part 29)</u>	Presented in this Board packet for initial review	Authorization for public comment	Technical corrections and reorganization of requirements for director of special education
<u>Gifted Education (Part 227)</u>	Expect initial review in December	Authorization for public comment	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education (Part 230)</u>	Expect initial review in December	Authorization for public comment	Revisions reflecting elimination of references to gifted students
<u>Secular Textbook Loan (Part 350)</u>	Expect initial review in winter 2003	None	Inclusion of science kits; responds to P.A. 93-212
<u>School Technology Program (Part 575)</u>	Expect initial review in winter 2003	None	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368
<u>Electronic Transmission of Data (new Part 501)</u>	Expect initial review in winter 2003	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Program Accounting Manual (Part 110)</u>	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits
<u>Vocational Education (Part 254)</u>	Expect initial review in winter 2003	None	Comprehensive updating